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ABSTRACT

The purpose of this curriculum guide is to assist Training Specialists in teaching Adult Basic Education/General Educational Development (ABE/GED) students basic skills in language arts and mathematics. The guide begins with an introduction (purpose, overview, adult learner characteristics, teacher type), curriculum policies, curriculum structure, teaching adult literacy students, and methods of teaching reading. Brief descriptions of course focuses and listings of specific objectives precede course materials. Materials are provided for courses at the first-grade level (101-104) and second-grade level (201-204) for language arts and mathematics. The general (course) objective appears first. The course materials, provided in columnar form, correlate specific objectives with teaching/learning activities and supplementary exercises (correlated by exercise number to the three student supplementary exercise books to be used with this curriculum.) Appendixes include a sight and functional word list, samplings of internal and external materials and resources, and a five-page bibliography. (YLB)

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ADULT EDUCATION

BASIC CURRICULUM GUIDE

Courses 101-204

Field Test Copy

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CITY COLLEGES OF CHICAGO

Adult Learning Skills Program

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ADULT LEARNING SKILLS PROGRAM

Basic Curriculum Guide

Language Arts: Courses 101-204

Math: Courses 101-204

Mr. Talmadge Guy, Executive Director
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CITY COLLEGES OF CHICAGO

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INTRODUCTION

Adults aged 18 and over compose the student body of the Adult Learning Skills Program, the largest single program administered by the City Colleges of Chicago. The ABE/GED students and their teachers represent a rich diversity of neighborhoods and ethnic/religious backgrounds. The goal of the Curriculum Guide is to assist the Training Specialists in teaching these adults the basic skills contained in the Guide, and to do so as effectively as possible, so that students can progress to their individual goals.

PURPOSE OF THE GUIDE

This Basic Guide is intended to serve the following purposes:

1. to improve the quality of education by standardizing instructional goals in the ABE/GED program.

2. to provide scope and sequence in each content area from which Training Specialists can organize specific lesson plans and structure student work.

3. to orient new Training Specialists to specific content to be covered in each course as well as appropriate methodologies for the adult learner.

4. to provide Training Specialists with specific criteria to measure student achievement and help to ensure consistency of that measurement.

5. to assist in the evaluation of Training Specialists' competencies and provide a mechanism on which accountability can be based.

An outcome of standardizing the curriculum will be to enable the student to pick up where he left off as he moves within the city (and we do have a fairly mobile student population) or is absent for a period of time (family and occupational responsibilities of adults make this a possibility). Another outcome will be to assist the student in attaining educational goals, thereby giving him a better chance to become employed, to upgrade job skills, or to broaden the range and number of alternatives from which he can choose to act. In this way, the program can meet the expectations of students who have well-defined goals and also provide methods that will assist other students in identifying and clarifying their goals.

OVERVIEW OF THE BASIC GUIDE

The scope and sequence of learning goals is reflected in the general and specific objectives that are provided for each course in the course content section. Suggested teaching/learning activities are included to assist you in planning instructional units. A teaching/learning activity is an oral and/or visual exercise, usually initiated by the Training Specialist, through which a specific objective, concept or skill is presented to a student or to a group of students for the purpose of initial introduction, subsequent clarification, or testing student internalization.

Creativity and flexibility by the Training Specialist is encouraged, but must be related to the identified learning objectives for each course.

Space is provided for you to correlate present or future materials to each objective. (The Guide issued to you remains as Institute property and will be passed on to another Training Specialist if you leave the program; therefore, readable entries are suggested.)

The Guide also contains policies associated with the implementation of the curriculum. Each Training Specialist is responsible for reviewing and adhering to these policies.

Specific basic level information is included to 1) clarify the boundaries of objectives contained in this Guide, 2) define the Training Specialist's tasks, and 3) provide information on resources applicable to this level.

The appendices and bibliography should be used to guide you to additional resources for a specific area of interest or concern.

Characteristics of Adult Learners

In addition to those characteristics which distinguish the less educated learners from the better educated adults, there are certain characteristics which distinguish adult learners, in general, from childhood learners. Among these are the following:

1. The adult learner is likely to be more rigid in his thinking. Through his years of living he has acquired a "set pattern" of behavior, and set ideas of what is right and wrong, fact and fiction. This pattern has to be "unset" in order for learning to take place.

2. He usually requires a longer time to perform learning tasks. While the adult's capacity to learn may have remained essentially unchanged as age has progressed, the older he becomes the slower is his reaction-time and the less efficient are those senses on which learning depends--sight and hearing.

3. He is more impatient in the pursuit of learning objectives. He is also less tolerant of "busy work" which does not have immediate and direct application to his objectives.

4. He requires MORE and BETTER light for study tasks. This is particularly true for adults over thirty-five years of age.

5. The older adult has restricted powers of adjustment to external temperature changes and to distractions. He requires a more constant and ideal environmental condition in order to work efficiently.

6. He has greater difficulty in remembering isolated facts, although his comprehension of difficult reading materials shows little or no change from childhood.

7. He suffers more from being deprived of success than does the young learner, and he is motivated more by the usefulness of the material to be learned.

8. He is less willing to adopt new ways, or even to try new ways of doing things than are young learners, but he is less distracted by social interests, and tends to be steadier in the pursuit of learning tasks.

9. He has more compelling responsibilities competing with education for his time, and since he is typically an evening "after work" student, he is more likely to be physically tired and less alert when he comes to class.

10. He has more experience in living, and this gives him the advantage of being more readily able to relate new facts to experience. This gives added enrichment and reinforcement to his learning.

11. Returning to school has been a momentous voluntary decision for him, and his attendance often represents a considerable sacrifice. Having made this important and commendable decision, he expects (and deserves) to be treated as an adult.[1]

Many of our Training Specialists have taught in elementary and secondary schools. You should keep in mind the following characteristics of adults as learners as compared with children.

1. Adults are more realistic. They have lived longer and have a different perspective on life. They no longer see life through rose-colored glasses but as a set of realities.

2. Adults have had more experience. They have insight and see relationships not discerned by children. They have a sense of what is likely to work and what is not - a sort of accumulated wisdom.

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[1] National Association for Public School Education, Adult Basic Education: A Guide for Teachers and Teacher Trainers (Washington, D.C.: National Association for Public School Education), 1966, p. 18.

3. Adults have needs which are more concrete and immediate than those of children. They are impatient with long discourses on theory and like to see theory applied to practical problems.

4. Adults do not comprise a captive audience. They attend voluntarily and if interest is lacking, they are inclined to stop attending.

5. Adults are used to being treated as mature persons and resent having teachers talk down to them.

6. A corollary of point 5 is that adults enjoy having their talents and information made use of in a teaching situation.

7. Adult groups are likely to be more heterogeneous than youth groups. Differences increase with age and mobility. Therefore, adults come from a wider variety of backgrounds and intelligence levels than youth.

8. Adults through their fifties, and sometimes well beyond, can learn as well as youths, although, because of a decrease of physical capabilities they may not perform some academic tasks as rapidly as children.

9. Adults attend classes often with a mixed set of motives - educational, social, recreational, vocational or occupational.

10. Adults are sometimes fatigued when they attend classes. They, therefore, appreciate any teaching devices which add interest and a sense of liveliness, variety of method, audio-visual aids, change of pace, and a sense of humor.[2]

THE TYPE OF TEACHER ABE/GED LEARNERS SEEM TO NEED

The adult student at every level needs to build trust that you, his teacher, are genuinely interested in him and non-judgmental about his lack of skills. The following description of the type of teacher under-educated adults seem to need was given in Adult Basic Education: A Guide for Teachers and Teacher Trainers.

a. **Patient** -- The adult students always take twice as long to do a job as you think they will. The ones who finish earlier need to have things which they can do on their own to help themselves.

b. **Versatile** -- Because of the frequent need for drilling, teachers must vary the types of exercises and drills used to help stimulate student interest and mental agility through the application of small units of knowledge to many different uses.

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[2] Ibid., p. 19.

c. **Quickly analytical** -- The teacher needs to be able to size up the weaknesses and strengths of the students in one class period, if possible, without seeming to be doing this.

d. **Humorous** -- The ability to see the funny side of problems and never to despair.

e. **Optimistic** -- The teacher needs always to believe in miracles and never give up on anyone, and never to think of any problem as impossible to solve. He needs to send out rays of this feeling to the students since they are easily discouraged. The student will acquire the difficult but desired skills with time.

f. **Understanding** -- The teacher needs to know frustration, sense when things are too much for the students, and ease up on them. At the same time, he constantly needs to expect more of them and to push them GENTLY on to doing more . . .<u>using</u> the knowledge they have learned. <u>Expect</u> them to do this.

g. **Philosophical** -- He needs to keep trying to get the students to assume responsibility for their own learning, to help them face their fears and get around them. He needs to explain the reason for each lesson, <u>why</u> it is so designed, <u>what</u> it is to teach, <u>how</u> to do the lesson to learn the most. (Some students are often creative about finding short-cuts or devising their own method of completing a task...perhaps defeating the learning process, but "getting it done." Encourage the students to follow the method and process presented in class.)

h. **Creative** -- He needs to be able to think of new approaches...go at the same lesson a bit differently.

i. **Perceptive** -- He needs to be able to present practical applications of new information, so the students can learn something useful quickly and see their success, along with long-range work, so that something is always growing and building up.

j. **Tomorrow-looking** -- He should be able to instill in the students AWARENESS of the world around them...all the interesting things they don't know but could learn about, and he should recognize that he will not teach them all they need. Students need to learn to teach themselves...learn how to do things, want to do them and take the responsibility for their own learning.

k. **Flexible** -- He should be free to have a "spur of the moment" inspiration and time to try it. If what is planned is not quite right, drop it, adapt it, or forget it.[3]

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[3]Ibid., pp. 16-17.

THE PSYCHOLOGY OF LEARNING

Students don't learn as a result of what teachers do, but as a result of what teachers get them to do. This basic principle is as important for students to understand as it is for teachers. The student who expects to learn by simply sitting back and listening is likely to be disappointed. The teacher, on the other hand, who relies solely on the "I'll lecture, you listen" type of teaching is not likely to see much learning take place.

Why is this? Learning is change - behavioral change in an individual. Behavioral changes don't truly become a part of a person until he has reinforced them through use. For example, a student can memorize the operation of a piece of equipment or a new word for his vocabulary. But he doesn't actually "learn" those things until he practices operating the equipment or using the new word. The student, in short, must be involved in the process of learning.[4]

BASIC LAWS OF LEARNING

The law of effect - People tend to accept and repeat those responses which are pleasant and satisfying and to avoid those which are annoying. If an adult enrolls in a course expecting to learn to read, and quickly finds that he is learning it and enjoying the learning process, he will tend to want to keep returning to class. Moreover, he probably will want to enroll in more courses upon completing the first one. In short, "nothing succeeds like success." Students should experience personal satisfaction from each learning activity and should achieve some success in each class period by mastering some new idea or operation.

The law of primacy - First impressions are the most lasting. This means that the first classes are all important. The teacher should arouse interest, create a sense of need for the subject matter, and ensure that the students learn it correctly the first time.

The law of exercise - The more often an act is repeated, the more quickly a habit is established. Practice makes perfect - if the practice is the right kind. Practicing the wrong thing will become a habit, too - one which is hard to break. The teacher should be sure that his students are performing an operation correctly.

The law of disuse - A skill not practiced or a knowledge not used will be largely lost or forgotten. The teacher should recognize the value of repetition in the classroom for reinforcing newly gained knowledge or skills. Studies have shown that the period immediately following the learning process is the most critical in terms of retention. Important items should be reviewed soon after the initial presentation.

The law of intensity - A vivid, dramatic, or exciting learning experience is more likely to be remembered than a routine or boring experience. This doesn't mean the classroom should be a circus or a theatre-in-the-round. But, on the other hand, the teachers (and their subjects) longest remembered are those who had the ability to "bring their subjects alive." By using vivid examples and other supporting material, teaching can be dramatic and realistic.[5]

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[4] Ibid., p. 20

[5] Ibid., p. 20

I. CURRICULUM POLICIES

The following policies have been established to provide students with a logical progression of skills to be mastered and to ensure acquisition of skills as effectively and rapidly as possible. Training Specialist failure to adhere to these policies may result in probation, suspension, or termination.

A. The specific objectives contained in the course content section will be utilized as the basis for instruction for all students enrolled in Courses 101 through 204. These objectives represent the minimum content for each course. Training Specialists are encouraged to add other skills as required by individual student need.

B. Training Specialists will administer and score the TABE test, Level M, Form 3 to all new students. The resulting course placement will reflect the students actual composite score.

C. **Grading Policy:** At midterm and at the end of each module, Training Specialists are to grade students. Grades are as follows:

S - Satisfactory
F - Failure
WTH - Student-initiated withdrawal
ADW - Administrative withdrawal (dropped from class by Training Specialist)

Students must complete each course satisfactorily before going on to the next. Only courses in which a final grade of unsatisfactory (F) is received may be repeated. A student may repeat a course only <u>one</u> time.

D. **Skills Assessment Policy:** It is the responsibility of each Training Specialist to evaluate the students' progress prior to mid-term. This assessment should be utilized in prescribing instruction for the remainder of the module.

E. **Homework Assignment Policy:** Illinois Community College Board Manual of Policies, Procedures and Guidelines, Procedure 33.60, requires that each Training Specialist must inform his/her students that for every hour of classroom instruction <u>each</u> Training Specialist is required to assign two (2) hours of homework.

II. CURRICULUM STRUCTURE

A. Program Structure

1. Our academic terms, called modules, are eight weeks in length. Students enroll every eight weeks for a new module. There are normally six modules a year.

2. Literacy students can elect to take 4 or 8 credit hours. Intermediate and GED students can elect to take 2, 4, 6, or 8 credit hours.

B. Course Structure

1. Our curriculum is based on a sequential series of 56 courses. Course numbers are prefaced by the approximate reading grade level. There are 20 literacy courses, 24 elementary intermediate courses, 9 GED courses, and 3 GED Review courses.

LITERACY		ELEMENTARY INTERMEDIATE		GED	
101		501		901	
102	1st grade level	502		902	9th grade level
103		503	5th grade level	903	
104		504			
		505			
		506		1001	
201				1002	10th grade level
202	2nd grade level			1003	
203		601			
204		602			
		603	6th grade level	1101	
		604		1102	11th grade level
301		605		1103	
302		606			
303	3rd grade level				
304					
305		701		GED REVIEW	
306		702			
		703	7th grade level	1201	
		704		1202	12th grade level
401		705		1203	
402		706			
403	4th grade level				
404					
405		801			
406		802			
		803	8th grade level		
		804			
		805			
		806			

GED Review courses (1201 - 1203) are individualized according to student need because only those students who have completed the regular GED preparation (courses 901 - 1103) but who failed to pass the GED examination should be registered for GED Review.

2. Students will be placed in their initial course(s) according to their composite score (reading and math) from the TABE Level M, Form 3 test. Correct placement in accordance with a student's skill level is crucial for instruction to be appropriate. A student cannot progress readily if placed in courses above his skill level. Students will start at one of five entry points in the curriculum.

COMPOSITE SCORE	COURSE PLACEMENT (Entry Points)	
0 - 2.9	101	Literacy
3.0 - 4.9	301	
5.0 - 6.9	501	Elementary Intermediate
7.0 - 8.9	701	
9.0 and above	901	GED

This structure allows students to pace themselves according to their time, motivation and ability. The majority of our students take 6 credit hours, or 3 courses, within one 8 week module. Though students are given these options, it is not the expectation that all will be able to complete the equivalent of one grade level per module. The determiner of student readiness for movement to the next level is mastery of the skills deemed necessary.

III. TEACHING ADULT LITERACY STUDENTS

A teacher, without being aware of it, may hold a perspective about literacy that differs markedly from that of some of the students. In a study[6] made in an urban area, illiterate adults interviewed all agreed that it would be nice to know how to read and write. However, some of those interviewed feared that because of development of literacy skills-- and the subsequent increase in independence that literacy would bring-- they might lose their place in the fabric of social life that exists in largely illiterate subcultures. They partake in a positive sense of community, with illiteracy being one of the factors that contributes to it. This aspect often combines with their negative image of literate people as individuals who rely on theory and lack the "common sense" conferred by the hands-on experience of a non-literate person. Thus while many illiterate adults desire literacy skills as practical abilities, they may very well shy away from the idea that such skills can widen intellectual (or theoretical) perspective or may assist them in their reasoning capabilities. Still other adults in a classroom may identify with the larger society and view their lack of literacy skills as degrading.

In the final analysis, all of the adults in your classroom, without having the ability to read and write much or at all, have developed an admirable capability to cope with what life has brought their way. They bring to the classroom a wealth of experience and ability which, shared with you and their classmates, will enrich the sessions.

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[6] Arlene Fingeret, "Through the Looking Glass: Literacy as Perceived by Illiterate Adults," paper presented at the American Educational Research Association, New York, N.Y., 19-23 March 1982.

IV. Methods of Teaching Reading

There are many methods of teaching reading, and variations of these methods. The four methods emphasized in our literacy courses are historically the most frequently used and discussed by educators. In some classroom situations, a particular method may seem to work for both teachers and students. However, many successful teachers use a combination of several methods. They design tailor-made lessons to fit the strengths and preferences of both their students and themselves.

The **sight word approach** requires the student to recognize whole words; they are to identify the word as a meaningful symbol and be able to pronounce it.

The **sound-symbol system**, or **phonics approach**, requires the student to associate individual letters with sounds. Emphasis is placed on auditory skills. The English alphabet has 26 letters, but there are about 40 sounds that singly in combination, they sound. A variety of letters can represent a single letter or letter combination.

In the **word pattern approach**, the student will learn to use spelling patterns to recognize words or word parts. By recognizing these "word families", the student will add thousands of words to his reading vocabulary.

In the **language experience approach (LEA)**, the student will learn to read words within the context of his own language. It is built upon the background and speaking vocabulary of the student.

V. COURSE CONTENT

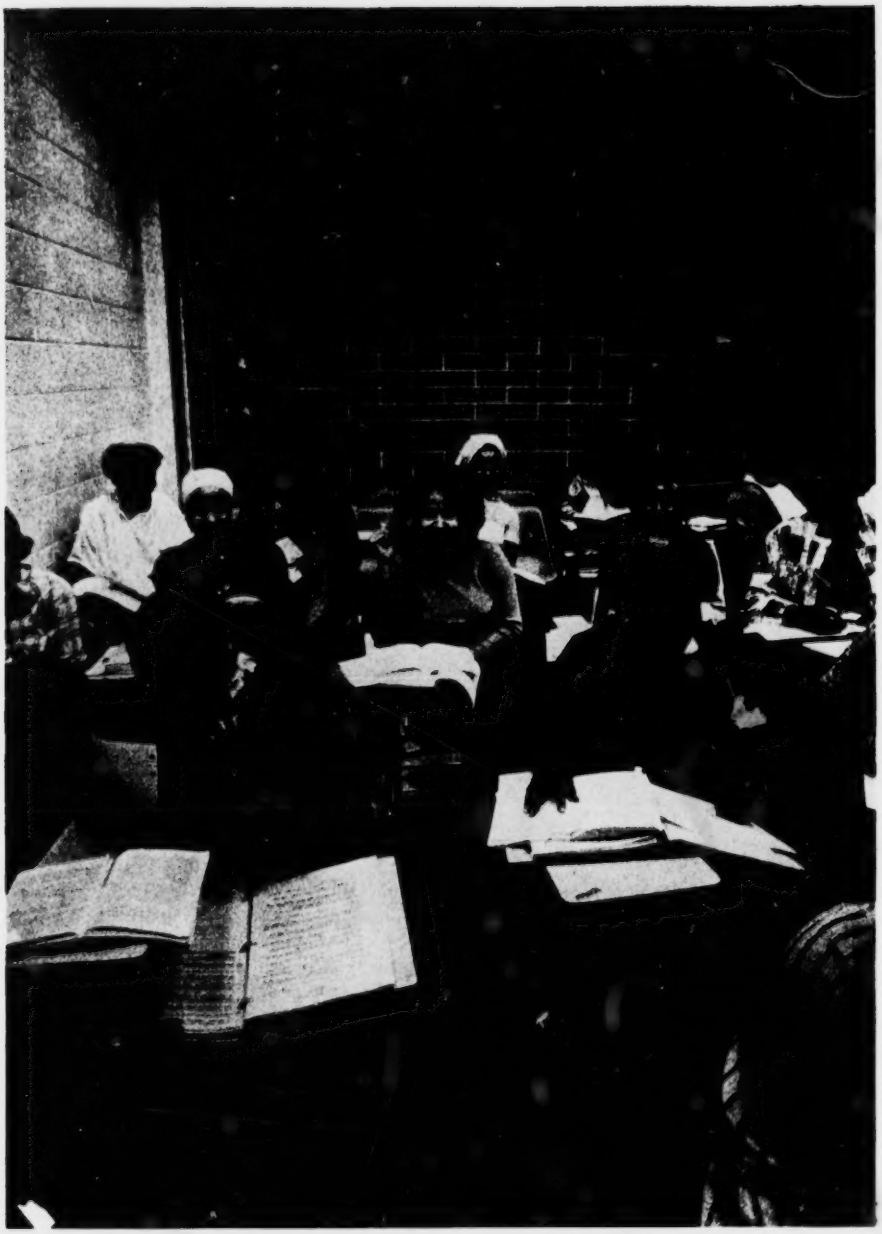
The following pages detail the objectives for each course. The objectives for each area (Language Arts and Math) were combined so you can see the development of skills. It is often important to review what skills have been taught in previous courses and what skills are going to be covered in subsequent courses.

The teaching/learning activites are suggestions of possible ways to introduce or clarify a concept. There are many other effective methods for teaching any specific objective. If you have had particular success with approaches not included in this Guide, please use the Training Specialist Input Form in Appendix E to share your approach in the revision of the Guide.

The Supplementary Exercise column has correlations to the three student supplementary exercise booklets to be used with this curriculum. Feel free to write in this column your correlations to pages in available commercial materials or other resources.

Remember that this Guide will be passed along to another Training Specialist if you leave the program. Your notes may be particularly helpful to a new Training Specialist.

LANGUAGE ARTS



Courses 101-204

COURSE FOCUS

LANGUAGE ARTS

Course 101 develops visual readiness skills such as spatial awareness, left-to-right progression and similarities and differences. This course focuses on the pre-writing skills: letter recognition, letter formation and letter sequence. It also includes writing personal information.

Course 102 introduces basic and functional sight words, sound-symbol relationships, and comprehension exercises based on oral and pictorial presentations.

Course 103 reinforces and integrates sight words with short vowel word families. Students are beginning to read more sentences silently and to use context clues. Comprehension skills continue to be developed.

Course 104 gives students the opportunity to complete literal comprehension exercises after reading short sentences silently. Sight words and oral comprehension exercises continue to be presented along with simple punctuation and initial capitalization.

Course 201 continues to present basic sight words and functional reading vocabulary along with practice in reading words with long vowel sounds and hard and soft c and g sounds. For the first time, students are called upon to extract information from passages that they read silently. They begin to identify nouns, verbs and adjectives and to form and write simple sentences.

Course 202 presents words with two-letter consonant blends. Students practice identifying the main idea and details of stories they themselves read, using new and previously presented sight words and functional vocabulary. This course introduces cursive writing. Students learn to spell and write personal information, days of the week, and months of the year.

Course 203 includes words with consonant and vowel digraphs and students read longer sentences. They discuss and predict the outcome of stories that they read to themselves. Students now copy words and sentences in cursive writing.

Course 204 gives students the last of the sight word lists and continues to develop recognition of words from functional and personal vocabularies. Words with vowel diphthongs are also presented. Students classify words and topics and answer questions about literal and implied information in passages that they read silently and aloud. They also write from dictation and copy short paragraphs in cursive form.

Specific Objectives

Course 101

To dictate experience stories
To understand directional words
To recognize similarities and differences
To recognize and print upper and lower case letters
To distinguish between upper and lower case letters
To sequence letters of the alphabet
To demonstrate left to right progression
To print names and addresses
To follow simple oral directions

Course 102

To recognize and print sight words
To recognize and pronounce words with initial consonants
To recognize and pronounce words with final consonants
To classify pictures
To choose the best title for a picture
To identify details in pictures
To recall details from a paragraph or story presented orally

Course 103

To recognize and print sight words
To recognize and print words with short vowels
To associate words with pictures and symbols
To sequence pictures
To recall the sequence of events presented orally
To classify groups of words

Course 104

To recognize and print sight words
To recognize and pronounce words with medial consonants
To use initial capitalization and periods in sentences
To capitalize the pronoun "I"
To select the best title of a story presented orally
To identify the main idea of a story or paragraph presented orally
To recall details in sentences

Course 201

To recognize and print sight words
To recognize and pronounce words with long vowels
To recognize and pronounce words with the hard and soft "c"
To recognize and pronounce words with the hard and soft "g"
To identify nouns from sight words
To identify verbs from sight words
To combine nouns and verbs to form sentences
To identify and use description words
To recall details from a story or paragraph read silently

Course 202

To recognize and print sight words
To recognize and pronounce words with initial consonant blends
To recognize and pronounce words with final consonant blends
To identify the main idea and details of a paragraph or story
To write letters of the alphabet in cursive form
To identify cursive letters
To identify and write the days of the week and the months of the year

Course 203

To recognize and write sight words
To recognize and pronounce words with initial consonant digraphs
To recognize and pronounce words with final consonant digraphs
To recognize and pronounce words with vowel digraphs
To predict story outcome
To complete an open-ended story
To copy words and sentences in cursive form

Course 204

To recognize and write sight words
To recognize and pronounce words with vowel diphthongs
To classify information
To answer literal and implied questions about a reading selection
To copy short paragraphs in cursive form

GENERAL OBJECTIVE: The learner will demonstrate an understanding of auditory/visual discrimination of letters, spatial awareness, and similarities and differences. The learner will also demonstrate the ability to dictate experience stories, form letters, write personal information, and follow simple oral directions.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will:		
a. dictate experience stories.	- The language experience approach to teaching reading utilizes the beginning reader's spoken language. The reader's spoken language is transformed into print exactly as it is dictated and is used as material for reading instruction. Using the beginning reader's own words, experience, and sentence structure will reduce the number of learning tasks and provide a sense of involvement and accomplishment for the reader. Although there are many ways of developing a language experience story, the basic technique is listed below. 1. Ask student to tell you something about himself: his interests, his work, or an event. 2. Using carbon paper, print clearly the exact words being spoken, saying each word as you print it.	1

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective a continued

NOTE: Do not correct the student's grammar in the beginning lessons. For example, if the student dictates "him and I..." or "I likes ...", print it that way. However, if it is a dialectal mispronunciation, such as "bof" for "both", say and spell the word using standard form. As the student gets more comfortable working with you, you can help correct his grammar by suggesting that there is another way of saying what he has dictated.

3. Tell student that you are going to read the story or information that you got from him and that you want him to watch the words carefully as you read.

4. Read the complete story to student, pointing to each word with your finger.

5. Reread the first sentence to the student, pointing to each word with your finger.

6. Have student read the first sentence to you, pointing to each word with his finger.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective a continued	7. Use this pattern for each sentence until the student can read all of the sentences adequately without using his finger. 8. Have student read complete story aloud by himself. 9. Choose from 2 to 5 sight words or problem words and print each of them on a separate index card. 10. Have student match words on cards with the words in the story. 11. Have student mix up cards and then read the word on each card. 12. Give student the story and cards for practice at home. 13. Keep a copy of student's story for typing and later use. - If you decide to continue the language experience story the second day, follow this procedure: 1. Have student read the story twice. 2. Underline all of the words he knows. 3. Put the known words on dated cards to form a word bank. 4. Periodically, have student do one of the following: a. Classify words b. Make sentences	

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective a continued

5. If the student forgets a word, it should be removed from his bank until he has practiced the word and remembers it again.

- Sample Experience Stories

A. I want to get a good job.
I want to take my wife and kids on a trip.
I have two kids.
Bof (write "Both") of them are boys.
They don't give me no trouble.
They are good boys.

B. The best time of my life was last year.
I went to Flint.
My family had a big reunion.
I seen people I didn't know.
We had lotsa (write "lots of") fun.

- The basic language experience technique of "dictate and read" has many modifications. For instance:

a. Develop a biographical sketch utilizing the student's personal vocabulary. Student should follow line of print and complete the information.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective a continued

As the student follows line of print and dictates information, fill in the blanks.

My name is Pat Jones.
I work at George Halas Vocational School.
I live in Chicago, Illinois.
I have one child.
His name is Paul.

NOTE: Refer to student book, page 1, for longer personal information exercise.

b. Have student read phrases (out of context) from his story. This will help you determine whether he actually recognizes the words he has dictated or has just memorized them.

- The following topics are appropriate for language experience activities for adults.* They are the results of a study done by the Maine State Department of Education to determine the general interests of ABE students. (**NOTE:** These are just suggested topics from one particular study and may not represent entirely the interests of the adult students in your class.)

1. Living within my means
2. What to do when I retire (older students)
3. Smart food buying
4. Looking for a job
5. How I can become a better person
6. Understanding insurance
7. Family health
8. My responsibilities as a citizen
9. Population, pollution and conservation

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective a continued	10. The joy of good food 11. Growing older 12. How to build character in children 13. Spelling better 14. Using better English *Jones, Edward V. Reading Instruction for the Adult Illiterate. Chicago: American Library Association, 1981, p. 92.	
b. understand directional words.	- Discriminating position is a reading readiness skill that includes the directions objects are facing, and their locational relationships. If the student needs practice in position discrimination, you can create activities by making collages of pictures of objects that he can compare. For example, if you make a simple collage of different objects that are pointing up, include objects that are pointing down. You can use arrows, tools, pencils. The objective would be to point out or mark each picture that is pointing in a specified direction (up, down, etc.). Before, after, top, bottom and next to can be demonstrated first with two objects and then with three or more. Between can be shown with three objects. First, present the concept orally. Demonstrate directionality by using your arms or body and have students do the same. Next, let the student describe what he is doing, using the newly presented directional words. Reinforce previously-learned position words by repeating their use from time to time.	2, 3 34

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective b continued	- The following list presents skills in which a student may need practice. o Recognizing upright position (as compared to downward) (up) o Recognizing downward position (as compared to upright) (down) o Recognizing identical positions (using pairs of objects, arrange them to point in the same direction and opposite directions) o Recognizing objects that point to the right (start with a line of 3 or 4 objects) (See Specific Objective f.) o Recognizing objects that point to the left (See Specific Objective f.) o Recognizing that items are in something (as compared with above, under, next to, etc.) (cup and spoon, fish and bowl, etc.) o Recognizing that items are out of something (ice cubes and tray, car and garage, person and yard, etc.) - Have students describe where something is by using positional words. Ask questions such as "Where can I find the red book?" (It's on top of the counter.) "Where is the counter?" (It's next to the door.) (The book is on the counter next to the door.) - Have students point to certain details in pictures when you explain their position. (the player on the left; the third player from the left)	

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective b continued	- Have students draw on paper, following steps that use directional words. (Make a circle at the top of the page. Draw a line at the bottom of the page, under the page number.) Remember, two-step directions such as the latter may be more difficult to follow than one-step directions. - Emphasize directional words in teaching the days of the week and the months of the year. For example, "What day comes after Tuesday?" or "What day comes before Saturday?" Also ask "What month comes after January?" or "What month comes before June?"	
c. recognize similarities and differences.	- Explain to students that being aware of how things are the same and in what ways they are different can simplify life by making us more aware of our surroundings. Then have them think of situations that require recognizing similarities and differences. **EXAMPLE:** o Two shirts are both white, have long sleeves and a plain collar. They appear to be just alike, but their buttons are on opposite sides. (One shirt has been made for a man and the other for a woman.) o When making clothing from a pattern, it is necessary to notice which is meant to be the outside and the inside of some fabrics. Also, it is important to pay attention to the directions of the grain, or weave, of the fabric. If part of the garment is cut and sewn with the grain going a different direction than the rest of it, it will look strange. o It is important to pay careful attention to the color, size, length, and texture of socks when you make pairs after doing the laundry.	4, 5, 6

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective c continued	o Buildings in some areas all look the same. You must watch for details or landmarks such as the location of a bench, a tree, or a lightpost to tell one building from another. Knowing to look for a tub of flowers on the steps, the location of a garage in relation to the building you are looking for, or location of playground equipment, can also help you find the right building. o Sometimes when you are looking for the salesclerk who said she (or he) would help you when you were ready for assistance in a clothing store, you realize that you have forgotten to notice something that will differentiate her (or him) from the other salesclerks. o Screws look alike, but only one length and thickness may fit into a particular hole. - Ask students to point out similarities and differences in things such as the following: o Two geometric shapes, i.e., a triangle and a square (the triangle has fewer lines than the square; the triangle has three lines or sides whereas the square has four lines or sides.) o The height and/or size and shape of two glasses or two people. - Have student participate in manipulative activities such as the following: o Grouping, i.e., nails, screws, books, coins, according to shape, size, etc. o Arranging the pieces of a puzzle correctly so that a whole is made from parts.	

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective c continued

- Explain that the letters "b" and "d" look a lot alike except for directional differences. If the student has directional confusion with letters, do the following:

  - o Use the fist technique: have the student place his hands in front of him with the palms facing toward himself, fingertips touching, and thumbs pointing straight up. Now he should curl his fist. The left hand will now resemble the letter "b" and the right will resemble a "d". (**NOTE:** a slight turn of the wrist will cause the opposite letter to appear.)

  - o Give student a raised form of the letter. Have him trace the letter beginning with the tip of the line portion (b) and then the circled portion. Have him repeat this process with his eyes closed.

  - o Have student trace sandpaper letters with his finger.

  - o Print the letter on an index card and have the student trace it several times before he actually prints it.

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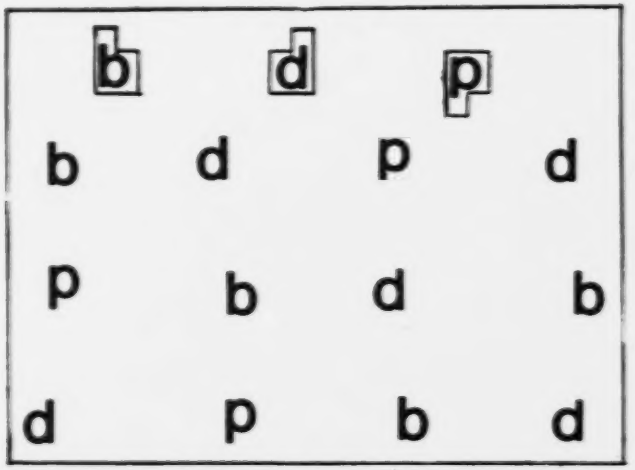
Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective c continued

- Use common pictures to illustrate words that begin with the letters. You may want to use as an example pictures of a box and a door to illustrate "b" and "d". Begin setting up activity by gluing the picture of the box next to the lower right part of the "b". Then glue the picture of the door to the lower left part of the "d".
- Have student print each letter several times, saying, for example,"d for door", while he is printing the letter.
- Have student distinguish among the forms of "b", "d", and "p" using configurations. Student is to enclose the letter according to the guide at the top of the page.

EXAMPLE:



Specific Objectives	Teaching/Learning Activities	Supplementary Exercises
d. recognize and print upper and lower case letters.	- Discuss the following in preparation for writing: 1. Sitting position (erect, and maintaining an appropriate distance between eyes and paper). 2. Holding pencil down toward the lead end between thumb and forefinger with it resting on the middle finger. 3. Positioning paper so it is angled slightly up on the right side (opposite for left-handed persons), and holding its position with the other hand. 4. Lifting the pencil at the end of each stroke. 5. Utilizing numbered arrows on models for direction and sequence. a. top to bottom b. left to right c. curved clockwise or counterclockwise **EXAMPLE:** 6. Size and proportion 7. Spacing **NOTE:** You may want students to trace, then copy letters. Once students have learned to copy letters, have them compare their letters to an alphabet chart.	7, 8

45 46

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective d continued

- If a student has problems printing the letters, see if the problem letters are in any of the groups listed below. Then have him practice making strokes that are necessary to form letters.

Straight line letters:	E, F, H, I, L, T
Slant line letters:	A, K, M, N, V, W, X, Y, Z
Circle letters:	C, D, G, O, Q
Underturn letters:	J, U
Sideturn letters:	B, D, P, R
Snake letter:	S

If several letters from one group are problems, give students exercises to practice the manual skills necessary.

EXAMPLE: Drawing slanted lines / / / / / \ \ \ \ \
(one group upward, another group downward)

Drawing circles O O O O O
(clockwise or counterclockwise, depending on the letter)

Drawing semi-circles C C C C C
(clockwise or counterclockwise, depending on the letter)

47 48

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective d continued	- Have students drill each other using index cards for alphabet recognition. - Play a form of Bingo using letters of the alphabet. Be sure that students are familiar with all letters in the game. Provide small pieces of cardboard, or pebbles, to cover the called letters. **EXAMPLE:** C G F M R J Q A U D B L - In a string of letters, have students circle a given letter. **EXAMPLE:** Circle every B. C (B) F G (B) H A D E Q R (B) S (B) - Have students match upper case letters with the correct lower case letter.	
e. sequence letters of the alphabet.	- You may want to teach alphabet sequence by splitting the letters into groups. A suggested split is as follows: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	9

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective e continued

- Have students practice alphabet sequence by supplying missing letters.

  EXAMPLE: A B C D E F G H . . .

- Give students rows of letters and have them cross out the letter that is out of sequence in each row.

  EXAMPLE: a b x c d

  g h i x j

- Have students track letters of the alphabet sequentially. Begin this activity by preparing a sheet similar to the following with an alphabet guide at the top of the page.

a b c d e f g h i j k l m n o p q r s t u v w x y z
(a) d e g (b) h k (c) l m (d) t v (e) m n
f p s g o t h b p i l j o k p l
r o m z y n v i a o d f i e u p
p g d q h a r f k c s f b t l k
u x y v e n w a h s x k c y g z

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
f. demonstrate left-to-right progression.	- For students who are slow to learn and unsure of how to use "left" and "right", drill the terms using declarative sentences. (The pencil is on the left.) Then ask questions that allow the student to use the term in the answer. (What side of the pen is the apple on?) Third, ask questions for which the student can choose the correct response. (Is the pencil on the right or the left side of the apple?) Last, ask the student to rearrange the objects and describe their positions. As you give initial instruction in left/right, do it facing the same direction as the student(s). Later, demonstrate that left/right depends on a person's own perspective. No matter which direction you face, your left is always your left and your right is always your right. The wall on your left will be on the right of the person facing you. One way to remember which is left and which is right is that the finger on which a wedding ring is worn is on the left hand. - As a teacher, practice maintaining the orientation of left before right. This will help program students to use left to right progression, necessary for reading across a page. When you demonstrate left and right using props, start out as simply as possible: use two objects, then three or four, as the student shows that he understands the concept.	10

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective f continued

- Give students a sheet of paper with pictures or letters on it in rows.

EXAMPLE:

A	B	C	D
E	F	G	H
I	J	K	L

Show students where to begin (A) and how to read across the page from left to right then return on the left hand side to begin the next row. Use your finger as a pointer or pull a piece of paper downward to expose row after row.

Emphasize that this order, left to right, top to bottom, is the normal way reading is done.

- Cut picture stories from the comic section of the newspaper. Have student practice putting each story in the correct order.

- If a student is having directional confusion with a group of letters (or sight words), print each problem group of letters (or words) on a separate index card. Have student say each group of letters (or words), trace it, and repeat it. He should do this a number of times.

- Hold up a card covered with paper before student. Slowly move the sheet of paper to the right so that the letters are exposed in the correct sequence.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
g. print names and addresses.	- Make cards for students with each person's name and address. Have them practice writing them (tracing first, then independently). It might be helpful for students to bring a letter, a registration card, a bill, or a paper showing their name and address. - Have a "name day": students can give the names they want to see printed; print them on the board or on large sheets of paper so the whole class can see. Names can be anyone that the students are interested in. For example, the first names of students, friends, spouse, children, movie stars, politicians, etc.	11
h. follow simple oral directions.	- Instruct students to always ask for clarification if they are unsure about what you are asking them to do. Tell them that if they have a question, it is very possible that someone else has the same question and will be glad that they have asked it. Tell them that in a learning situation, questions are encouraged and expected. - Following simple instructions may seem elementary. However, many adults need practice carrying out instructions. Their growing self-confidence will enable them to increase their speed. - Give students simple oral directions to follow. Be specific. **EXAMPLE:** 1. Open your book to page 5. 2. Use your pencil to circle the page number. 3. Write the first letter of your first name at the top of the page. 4. Cross out all the A's on this page .	12

GENERAL OBJECTIVE: The learner will demonstrate an understanding of the first group of basic sight words, functional words, and words from personal vocabulary. The learner will also demonstrate the ability to recognize and pronounce words with single initial and final consonants, identify details in pictures, recall details from a paragraph or story presented orally, classify pictures, and select titles for pictures.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will:		
a. recognize and print sight words.	- Sight words are those words which a reader has seen frequently enough to recognize instantly. Basic sight words appear most frequently in basic level reading materials and make up approximately half of the words that a person will read in his lifetime. Generally, a word becomes part of a person's sight vocabulary when he has had at least twenty exposures to the word. However, some individuals may need to read a word at least 100 times before it becomes part of his sight vocabulary. - To determine student's knowledge of basic sight words, give him a basic sight word test using one of the following procedures: o Using a list of basic words, have student pronounce each word as you point to it. Put a check next to unknown words. o Put each basic sight word on a separate card. Ask student to pronounce each word as he is shown the card. Put the known and unknown words into separate piles.	1

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective a continued	- Although various ways of teaching basic and other sight words are discussed in this section a basic procedure follows: o Introduce unknown or new word on chalkboard in the context of a sentence composed of previously introduced or known words. The unknown word should be underlined and introduced with a picture if possible. o Have students read the sentence and try to pronounce the unknown word using previously introduced (if any) word analysis skills. o Discuss the meaning (if possible) and use of the word in our daily lives. o Have students pay attention to any part of the word that will give them a clue to its pronunciation. o Ask students to write the new word and pronounce it at the same time. - Put six to eight sight words in different order in opposite columns. Have student draw a line from each word to the matching word in the opposite column. - For a kinesthetic approach using sight words, use dots to make the letters of a sight word. Write the same word using dots, three or four times. Have student trace the dotted words while saying them or repeating them. If the dotted word can be illustrated, present it with a picture.	

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective a continued

- Use the tachistoscopic approach for reinforcement of sight words already introduced.

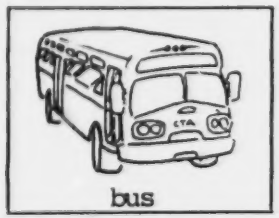
  o This approach involves flashing the words on a screen or with a hand tachistoscope. Begin by exposing each word about a second. Student is to say each word as it is flashed.

  o You can make your own hand tachistoscope by gluing or stapling two 3"x5" index cards together along the long sides. Cut a window or make two slits at the center of the top card, about the length of the longest word you want to practice. Print sight words on a long strip of paper, place the strip between the two cards and pull it so that the words are exposed in turn.

  To make the list of words slide down through the tachistoscope, print them on a long strip not quite as wide as the tachistoscope. Print words about one-half inch apart.

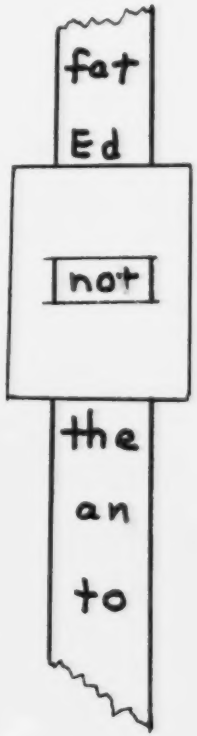
- Make sight word flashcards with the sight word (and picture if possible) on the front of each card. Write a sentence using the word in context on back of each card. The words used in the sentence (except for the new sight word) should have been previously introduced.

Front of Card



Back of Card

The bus is here.



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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective a continued

Have student repeat the word on front of each card. Then have him read the sentence on back of the card, filling in the missing word.

- Construct a sight word bingo game. Begin by making several word cards approximately 8"x8". Divide each card into 16 squares with four squares across and four squares down. Each square on individual cards should have a different sight word in it. However, the same words can be used on several cards.

SAMPLE BINGO CARD

was	is	a	the
her	to	in	an
it	find	car	man
bus	on	saw	she

Put all of the words you are going to use on one card. You will need this list when you call out the words. Have markers for the students to use to cover the called words.

Procedure for Playing Game

Call out a word and have students search their cards for it. If a student has that word he should put a marker over it. Continue in this manner until a student gets four markers in any direction. To verify student's knowledge of the sight words covered on the card, ask him to pronounce each word.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective a continued

When student has shown evidence of not knowing specific sight words, use the following method for teaching these words:

- o Put unknown words on individual cards. (Put "known" words in a separate pile.)
- o Showing one word card at a time, pronounce the word for the student. Have student repeat each word one or two times.
- o After student has pronounced the newly learned word, mix it in with the other known words. The student then reads all of the sight words in the "known" pile.

- Have students use groups of flashcards to form their own sentences.

NOTE: Most of the verb flashcards should contain the main verb and helping verb.

EXAMPLE:

I	bus	can take	the	work	to

I	can take	the	bus	to	work

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective a continued	- Refer to Course 101, objective a, for sight word development using the language experience technique.	
b. recognize and pronounce words with initial consonants.	- Help students become aware of the relationship between letter names and letter sounds. Give students words they don't know which begin with a single consonant and ask them to identify the first sound. Explain that this is the first step to sounding out the word and then understanding the word's meaning (actually reading). - Give students a list of previously introduced words and have them circle all the words that begin with a specific letter. - Use repetition with the students to produce the sound of the consonant as they learn the letters. Again, do this in small groups of letters (5-6 at a time) until the student has mastered the sound. Let students choose between sounds you produce for a consonant. **EXAMPLE:** I want you to choose which sound is pronounced by the letter F. "f" "m" **Student:** the first sound Repeat the sound with me. F sounds like "f".	2

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective b continued

Continue as desired for mastery.

- Have students bring to class objects or pictures of objects that begin with a certain consonant. For example, the students would bring in objects or pictures of objects that begin with b such as: ball, banana, box, bag, a can of beans, etc.

- Using one consonant at a time, have students think of several words that begin with that sound. Write each word on the board as a student gives it to you.

- Begin a sound dictionary. Using pictures as guide words for certain consonants, have student complete two or three pages filled with additional pictures or drawings of things that begin with a certain consonant.

  EXAMPLE: Consonant: P pipe

  o Student finds as many pictures of words that begin with "p" as he can. If no picture is available for a word he thinks of, use a drawing. Space should be left next to each picture to print the word that describes that object or activity.

- Dictate four words which begin with the same consonant sound. Have students write the letter that represents that sound.

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
c. recognize and pronounce words with final consonants.	- Introduce this exercise by naming a group of things in the classroom. Ask students what they have in common. - Ask students to write on a piece of paper only those words that end with a certain sound. **EXAMPLE:** I'm going to read a list of words. Write the words that end with the letter "t". not car man cat hat bus (Remember to use only words that they know how to write.) - Using the sight words, have students make lists of words that have a certain consonant in the final position. **EXAMPLE:** Write all the words that end with "s". - Have students bring in pictures of things that end in a certain sound. Group words that end with the same letter. The pictures can also be used to group words that begin with a certain letter. - Have students make an ending-sound dictionary.	3

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
d. classify pictures.	- Give students a row of pictures and have them to cross out the picture that doesn't belong. The students should also be able to explain why. Explain that classifying is a beginning step to finding the main idea of something. - Have students organize pictures into categories according to their similarities. **NOTE:** Work with only one set of categories at a time. **Possible categories:** I. People Places Things Plants Animals II. Large Things Small Things III. Action Pictures Quiet Pictures Have students discuss which category each picture should be placed into. Sometimes one picture can fit several categories. Let students determine which category is the most appropriate. - Give students a picture with a group of items which serve a particular purpose when used together. Ask them to give an appropriate title for the picture. **EXAMPLE:** boots, raincoat, umbrella > Rain Gear catsup, onions, lettuce, tomato, ground beef > Hamburger	4

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
e. choose the best title for pictures.	- Discuss the first picture on page 59 in the student's book. After discussing what's happening in the picture, tell students that you are going to read three titles and that you want them to listen carefully to select the one that best fits the picture. To extend the exercise, you may want to choose a picture on each page for discussion. For example, picture 2 on page 59 may evoke an interesting discussion about a man's (or a woman's) duties around the house. - Show photographs, paintings or pictures from magazines or newspapers and ask students to make up titles for them. Also, have students discuss reasons why a title would or would not fit. - Give students pictures. Discuss the main emphasis of each picture. Have them decide on a title based on the best description of the picture. Begin with simple pictures, continue with more complex ones.	5
f. identify details in pictures.	- Give students rows of four pictures each. For each row, have them identify the picture that is the same as the first picture. They will have to pay close attention to such things as size, position, and direction. - Have students look carefully at a picture. Have them turn it over and tell what is in the picture.	6

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective f continued

- Have students identify certain details in pictures by using directional words. Ask them to describe certain things for you.

  EXAMPLE: Find the shopping bag in the picture.

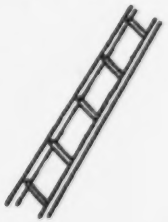
  Is it on the chair or next to the chair?

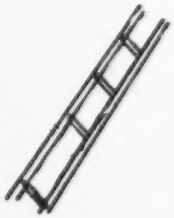
  Is the chair on the table or under the table?

  Is the table between two doors or in front of a door?

- Prepare several pairs of pictures in which a detail (or two) is missing from one picture. Have student tell you what is missing from one of the pictures in each pair. For example, give student two pictures of a ladder. One ladder should have five steps and the other should have only four.

  EXAMPLE:





- Give student pictures of various scenes and ask them who, what, when, where, and how (or why) questions about the scenes.

- Refer to Course 101, objective c, page 24 in this guide and exercises 4 and 5, pages 4-8, in the student's book for additional ideas for identifying details in pictures.

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
g. recall details from a paragraph or story presented orally.	- Have students be "reporters" and answer questions such as: Who? What? When? Where? How? Why? about each story or paragraph that they listen to. - This activity can also be used for popular TV shows that most students watch. They could decide which show to watch on a given night, then the next day come to class and "report" the most important facts. Other students who watched the same program could fill in information for the questions that were answered incompletely.	7

GENERAL OBJECTIVE: The learner will demonstrate an understanding of the second group of sight words, functional words, and words from personal vocabulary. The learner will also demonstrate the ability to recognize and pronounce words with short vowels, associate words with pictures and symbols, sequence pictures and events orally, and classify words and information.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will:		
a. recognize and print sight words.	- See Course 102, objective a, for sight word activities.	1
b. recognize and pronounce words with short vowels.	- Explain that a short vowel has the sound of a as in an; e as in egg; i as in it; o as in odd; and u as in up. - Have students complete word building activities using beginning consonants and short vowel word stems. o Begin by writing the word stem on the chalkboard. Pronounce, for example, the ab stem and have students repeat after you. Then form a word using the stem and the first consonant that will make a sensible word. c + ab = cab	2, 3, 4, 5, 6, 7

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective b continued

o Have students repeat the word after you have formed it. Then have students practice making words using other short a stems.

EXAMPLE:

ab	ad	ag
c + ab = cab	b + ad = bad	b + ag = bag
l + ab = lab	d + ad = dad	r + ag = rag
t + ab = tab	h + ad = had	t + ag = tag

am	an	ap
h + am = ham	b + an = ban	c + ap = cap
P + am = Pam	c + an = can	m + ap = map
t + am = tam	v + an = van	n + ap = nap

at
b + at = bat
c + at = cat
h + at = hat

85

86

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

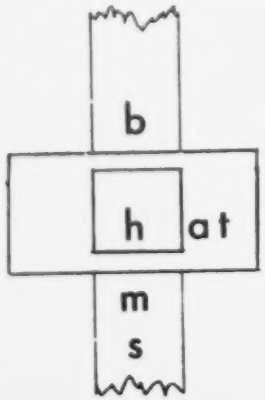
Specific objective b continued

o Continue in this manner using short "e", "i", "o", and "u" word stems. (**NOTE:** Before students begin this activity, it is extremely important that they know the consonant sounds.)

- Have students spell one-syllable short vowel words from dictation.
- Have students think of short vowel sight words such as "bus" and "stop".
- Construct a consonant slide for students to practice word building using beginning consonants and short vowel word stems.

o Begin by cutting a strip of card weight paper approximately one inch wide. On this strip, print horizontally a column of double-spaced initial consonants.

o On several 3"x5" index cards, mark the center. Then cut two slits about 1 1/8" long to the left of the center of the cards. To the right of the center, print the short vowel word stems.



Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective b continued

o Have students pronounce the words formed as each consonant is matched with the short vowel word stem.

NOTE: This activity was adapted from "Sound Stick" which appeared in "Optometric Care of Retarded Readers," 1962, by Thaddeus R. Murroughs, M.A., O.D., D.O.S.

- Write on the chalkboard a word stem from each of the short vowels. Have students think of other words with that stem.

- Give students three-letter words with only the beginning and final consonants. Students are to fill in the missing short vowels.

EXAMPLE:

b a t b e t b i t b u t

- Give students a five-word sentence in which each sentence has the short vowels presented in sequential order. Have students think of similar sentences. Students can use sight words as well as short vowel words.

EXAMPLE:

Fat Ed is not up. (a, e, i, o, u)

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective b continued

- Take students on a "short vowel shopping spree." Begin this activity by cutting out pictures of clothes, food and other items which have one or two syllables and short vowels. Paste these pictures on poster board or construction paper.

Example of picture words:

candy	pen	lock
Ban	penny	butter
van	fish	gum
basket	pot	nuts
cap		cup

o You may want to mix in a few other picture words with long vowels. Arrange the pictures, separating those in the same family.

o Involve students in this activity by having them do the following on an individual or small group basis.

1. Select all of the pictures which are, for example, short "a" words.

or 2. Select all of the short vowel picture words that can be eaten, or are run by motors, etc.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective b continued	- Vary the above activity by having students search through magazines or newspaper circulars for short vowel picture words to paste on poster board or construction paper.	
c. associate words with pictures and symbols.	- Use words that are part of the student's vocabulary. Have students find pictures to match a given list of words. **EXAMPLE:** fan = picture of fan run = picture of someone running hat = picture of a hat - Have students determine the meaning of universal signs such as Stop, No Smoking, Don't Walk, Danger, Telephone, etc. Discuss why symbols rather than words are often used for these signs. Have students give examples of other signs they've seen.	8
d. arrange pictures in the proper sequence.	- Explain that "sequence" means the order in which things happen or are arranged. - Cut up a cartoon strip and mount the individual frames on index cards. Scramble them, then have students arrange them in logical order.	9

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective d continued	- Using several pictures showing action progressing, mix the pictures and have the students put them in logical order. - Put pictures into the correct sequence with the class watching you. Then tell them the procedure you used. Have them listen for words that signal the order in which you arranged them, using the words "First", "Second", "Then", "Finally".	
e. recall sequence of events presented orally.	- Explain to students that many words serve as signals about the order in which something happened (before, later, earlier, yesterday, now, today, tomorrow, etc.) - Read aloud short stories with words that indicate time sequence such as first, next, then, etc. Then ask students questions related to the order in which the events occurred. - Have students tell steps in a process such as changing a flat tire, baking a cake, or shampooing a carpet.	10
f. classify words and information orally.	- Read aloud a list of words that could be put into general categories. The categories could be foods, furniture, colors, etc. Have them think of a category for each one. - Have students play a category game. One side will suggest a category (such as Presidents of the U.S., names of major streets in Chicago, etc.) and the other side is to name at least five. Alternate sides.	11

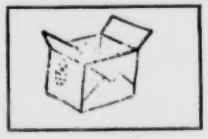
Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective f continued	- Have students classify the kinds of products they may find in various sections of the supermarket such as meat counter, bakery, deli, paper goods, dairy case, and cleaning materials. - Have students determine which way a group of words could be classified. Some possible classifications are: action words, names of occupations, names of items found in stores, names of things used in sports, and names of different foods.	

GENERAL OBJECTIVE: The learner will demonstrate an understanding of the third group of sight words, functional words, and words from personal vocabulary. The learner will also demonstrate the ability to recognize and pronounce words with medial consonants, use initial capitalization and end punctuation in simple sentences, recognize that the pronoun I should be capitalized, select the best title or main idea of a story presented orally, and recall details from sentences read silently.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will		
a. recognize and print sight words.	- See Course 102, objective a, for sight word activities.	1, 2
b. recognize and pronounce words with medial consonants.	- Have students add new, longer words to their sound dictionaries. These would be the words with a certain middle consonant sound. **EXAMPLE:** In the section "p" there should be several pages of words beginning with p. Then there should be several pages of words that end with p. Now pages should be added that have the sound of p in the middle of the word. - Give student a group of picture words with beginning, middle, and final consonants. Ask him to say the name of each picture and write the middle consonant under those pictures that have one.	3

t

m



no middle consonant

p

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective b continued	- Give student a group of words with beginning, middle, and final consonants. Have him circle all words with middle consonants or words with a specific middle consonant. **EXAMPLE 1:** Middle Consonants (zipper) (buses) has (button) them (robber) went **EXAMPLE 2:** Middle Consonant "t" (button) tap hat table money (letter)	
c. use initial capitalization and periods in simple sentences.	- Have student read sentences or short passages in which periods and capital letters have been omitted. Have him read the passages orally, then fill in the appropriate capital letters and end punctuation. **NOTE:** Vocabulary used in sentences or in passages should have already been introduced.	4
d. capitalize the pronoun I.	- Have student read and correct sentences that use the pronoun I without capitalizing it.	5

101

102

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective d continued	- Have student write sentences using the pronoun I, correctly capitalizing it. Include sentences in which "I" is not the first word. - Have the student make up sentences containing the word "I" in a "language experience approach".	
e. select the best title of a paragraph or story presented orally.	- Choose several high-interest, low-vocabulary paragraphs or stories to read to students. Introduce the first paragraph (or story) by asking students to listen carefully as you read it. Then, have students select the appropriate title from three given choices. Students should be able to explain why the particular title chosen is the best one. **NOTE:** If students are having difficulty with choosing the best title for a selection read to them, refer to Course 102, objective e, and review choosing the best title for pictures.	6
f. identify the main idea of a paragraph or story presented orally.	- Choose several high-interest, low-vocabulary stories or paragraphs with enough supporting details for students to be able to determine how the details add up to the main idea. Ask what the story or paragraph is about and what makes them think so. - Read a list of details to students and have them tell what they relate to.	7

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective f continued	Details that relate to ... the MAIN IDEA 1. opening door 2. putting key in ignition 3. adjusting seat — Getting ready to drive 4. adjusting rear-view mirror 5. putting on seat belt	
g. recall details in sentences.	- Have student answer questions about sentences read silently. Make sure that the words in the sentences have already been introduced. Student can answer who, what, when, where, and why questions.	8

105

106

GENERAL OBJECTIVE: The learner will demonstrate an understanding of the fourth group of sight words, functional words, and words from personal vocabulary. The learner will also demonstrate the ability to recognize and pronounce words with long vowels and consonant variants "c" and "g", identify nouns, verbs, and description words; form simple sentences, and recall details from a story (or paragraph) read silently.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will:		
a. recognize and print sight words.	- See Course 102, objective a for sight word activities.	1, 2, 3, 4
b. recognize and pronounce words with long vowels.	- Explain that a long vowel makes the sound of its letter. For example, the a in the word "fade" makes the sound of a.	5, 6, 7, 8, 9
	- To practice long vowel sounds, have students note the "final e" rule. Write the word "dim" on the blackboard. Then add an "e" to dim and ask the student to pronounce the new word. Repeat this process with several other words (mad, made; cut, cute; bit, bite; hop, hope; tap, tape). The student will see that when a silent e is added, the vowel has a long sound.	
	- Cut several strips of paper.	
	Fold the paper about one inch from the right side. Print the letter e on the fold.	

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective b continued

Print each of the following words on a strip of paper as shown.

EXAMPLE: bit, cap, can, cut, dim, fat, fin, hat, hid, kit, mad, mat, pal, pan, past, pin, plan, rat, rid, rip, sit, strip, tap, win

pin	(e folded under)

pine	(e folded on top)

Students may do this individually or in pairs for reinforcement.

- Divide students into five groups. Give each group a sheet with a guide word and picture that has one long vowel sound and a magazine or old catalog that can be cut up.

EXAMPLE: cane seat smile rope tube

Have each group of students find as many pictures of words that have the same vowel sound as the guide word they were given.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective b continued	Once finished with this activity, the students can exchange guide sheets and work on a different vowel sound. This can continue until all groups have worked with every vowel. Then, words can be compared, similarities discussed. Did all groups find more words for certain vowels than for others? Which group had the most words/pictures for each vowel sound. - Give students cards with words containing both long and short vowel sounds. Have the students sort the words into long and short vowel sounds. **NOTE:** Begin by using only one vowel sound at a time. After the students have become familiar with each vowel sound, add words with a different vowel sound. Keep increasing the number until students can differentiate all five vowel sounds according to long and short sounds for each letter.	
c. recognize and pronounce words with hard and soft consonants "c" and "g".	- When c and g are followed by e, i, or y, they usually have the soft sound. When c and g are followed by any other letter, they usually have the hard sound. - Give students word cards with the hard and soft c sounds. Have them divide the cards into the correct group. Guide words should be used in the beginning to help the student match the sound. (The hard c has the "k" sound, the soft c has the "s" sound.) Hard c = cat coat cage cork Soft c = cent city center celery	10, 11, 12

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective c continued	Do the same activity with the hard and soft g sounds. Hard g = gas — go, gave, gun Soft g = gem — gym, gentle, gin **NOTE:** These exercises should be done with either c or g. They should not be done with both letters at the same time. - Have students play a game of tic-tac-toe. One student chooses words that begin with a hard c and the other chooses words that begin with a soft c. The same game can be played with the hard and soft g. (**NOTE:** Students written hard and soft c and g vocabularies may be limited.)	
d. identify nouns and verbs from sight words.	- Make word cards using sight words. Have students group the words according to the following categories: Naming Words: people (woman, father); places (city, house); things (hat, box) Action Words (fell, ran, ate, called, open, found, walked, drive, went)	13, 14

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
e. use nouns, verbs, and description words to form sentences.	- Using naming and action word cards and including the articles a, an, and the, have students form simple sentences.	15, 16

The woman found a box.

The box was opened.

A woman opened the box.

Have students make up as many different sentences as they can by varying the position of the naming words and/or changing the action words.

Then, have students choose words from the description group to add more information about the naming or action words.

EXAMPLE:

large old heavy

The woman found a large box.
The old box was opened.
A woman opened the heavy box.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
f. recall details from a story or paragraph read silently.	- Have students answer questions from a paragraph that was read by the whole class. Divide the class into two groups of four or five students each. Have both groups read the same paragraph. Then, ask each group to write 5 questions asking for specific information about people or things that were mentioned in the paragraph. Sample questions could start with the following: What kind...? How many ...? Which one(s)...? When ...? Where...? How ...? When the questions are completed, the groups should then exchange the sets of questions and answer as many as they can. The answers must have been given in the paragraph or the question is considered invalid and the team that wrote it would lose points. As the students become proficient at this, they could do the activity without looking back at the original paragraph for the answers. Discuss what happens when details must be remembered. Compare this information to details that are remembered by "eye witnesses" after accidents, etc. Did any of the groups strongly disagree about some details that were stated in the paragraph such as description of characters, description of objects, or time when events took place? - See Course 104, objectives f and g.	17

GENERAL OBJECTIVE: The learner will demonstrate an understanding of the fifth group of sight words, functional words, words from personal vocabulary, days of the week and months of the year. The learner will also demonstrate the ability to write letters in cursive form, recognize and pronounce words with consonant blends, and identify the main idea and details of a story or paragraph.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will:		
a. recognize and print sight words.	- See Course 102, objective a, for sight word activities.	1
b. recognize and pronounce words with initial consonant blends.	- A consonant blend is a group of two or three letters in a word which retain their individual sounds when the word is pronounced. Twenty-two consonant blends are listed below. bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw, dw, tw - Pronounce each initial consonant blend and give an example of a word in which it is a part of. **EXAMPLE:** Say: "gr" as in grapes Ask students to think of other words with that particular blend.	2, 3, 4, 5, 6, 7

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective b continued

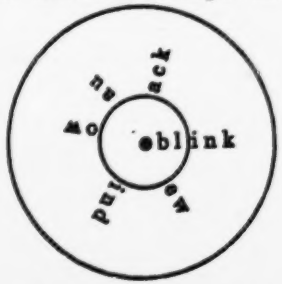
- Construct an initial consonant blending wheel. You will need two circles made of cardboard. One of the circles should be one to three inches smaller than the other.

  To make the wheel, fasten the circles together with a paper fastener. The inside circle should have an initial consonant blend. The outside circle should have the stem of the words.

  Have students practice rotating the top circle to match the blend with an appropriate stem. Students should attempt to pronounce all of the words.

  EXAMPLE:

  Blending Wheel



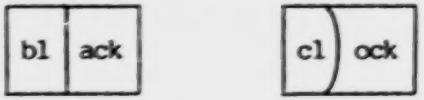
- Make flashcards in which a two-letter consonant blend is shown on one side of each card with a picture which illustrates a word beginning with that blend. On the other side of the card, print only the two-letter blend.

  EXAMPLE: Front of Card Back of Card

gl

121

122

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective b continued	- Have students form words with initial consonant blends using word cards. To construct cards, print a word with a two-letter initial consonant blend on each card. Cut each card into two parts between the blend and the rest of the word. **EXAMPLE:**  Put cards into envelopes. Several cut-up matching cards should go into each envelope. After students have formed a word, have them record it. (Get them to pronounce the word after they have formed it. Some combinations may not form words.)	
c. recognize and pronounce words with final consonant blends.	- Adapt activities from specific objective b to fit this objective.	8
d. identify the main idea and details of a paragraph or story.	- Explain that the main idea is what a picture or reading selection is about. Details tell something about the main idea. Details can tell who, what, when, where and why (or how).	9

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

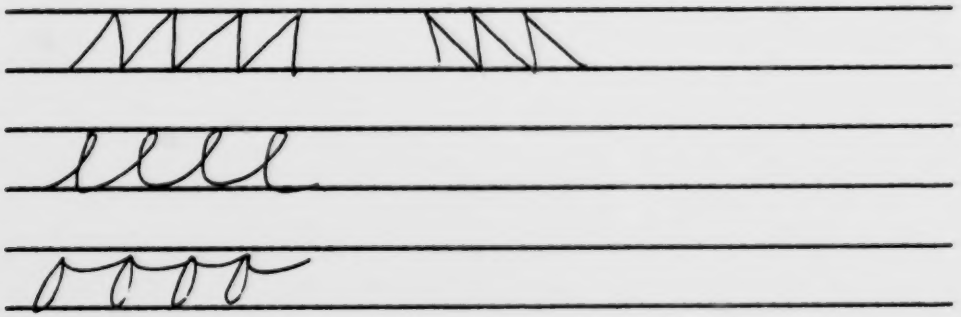
Specific objective d continued

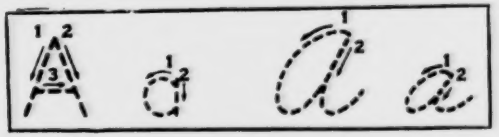
- Have students tell or write below a picture the questions (Who? What? When? Where? How?) that it answers.
- Have students match a picture to a paragraph that it illustrates.
- Students can select from a list of questions one that is answered by a picture or entire paragraph.
- Have students read to find out how many details tell about the main idea.
- Describe someone in the class. Have the students tell who it is (main idea). Point out that the list of things that you described are the details.
- Have students diagram a paragraph which is composed of a main idea and a few details.

EXAMPLE: I am very busy on Friday. I work ten hours. After work, I shop for food. I also wash.

Diagram of Paragraph

A. I am very busy on Friday.
1. I work ten hours.
2. After work, I shop for food.
3. I also wash.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
e. write letters of the alphabet in cursive form.	- Have students who have not had any cursive writing experience begin with general exercises that precede cursive writing. **EXAMPLE:** Practice writing slanted lines with right and left curves, writing connected loops, and writing connecting circles.  Then have students apply cursive writing skills to letters of the alphabet. The letters of the alphabet should be grouped according to how easy it is for the student to form each type of letter. The Palmer Method groups are as follows: Small letters: i, u, t; l, f, s; e, j, p, r, w; o, a, c, d, g, q; b, h, k; n, m, v, x, y, z Capital letters: A, O, C; D, E, L; H, K, M, N, W, X; Q, Z, U, Y, V; I, J, S, T, G, F; B, P, R	10, 11

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective e continued	- Make cards with upper and lower case letters in manuscript and in cursive for students to refer to.  - Have students match printed word to same word in cursive form. **EXAMPLE:** 	
f. identify and write the days of the week and the months of the year.	- First, give students one word at a time and let them trace each word a few times. Then let them copy words from given examples. Finally, have them write each word independently. At the end of the course, the students should be able to write the days of the week and the months of the year from dictation.	12, 13

GENERAL OBJECTIVE: The learner will demonstrate an understanding of the sixth group of sight words, functional words, and words from personal vocabulary. The learner will also demonstrate the ability to recognize and pronounce words with consonant and vowel digraphs, copy words and sentences in cursive form, predict story outcome, and complete an open-ended story.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will:		
a. recognize and print sight words.	- See Course 102, objective a, for sight word activities.	1
b. recognize and pronounce words with initial consonant digraphs.	- A consonant digraph is two consonants that represent a single speech sound. The common initial digraphs are ch, sh, th, wh, and ph. They should be introduced as distinct sounds from the consonants. - Give students a digraph such as sh and have them identify words (not spell at this point) that begin with the sh sound. You can write them on the chalkboard for them to copy and then practice reading and using in simple written sentences. - Present a list of words to the class and have them identify which words begin with the digraph being studied. For example, if the digraph is ch, give the following words and have them indicate in some manner—hold up their hands, say "ch" or simply say "yes". This activity can also be done individually.	2

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective b continued

EXAMPLE:

church, shoot, chip, cat, carry, choose, these, chair, chin, where

Some words for each initial digraph are:

ch: chop, chest, chase, chair, cheek, check, chip, charm, chill, champ

sh: shake, shirt, short, shot, shark, ship, shop, shoe, sheep, shell

th: think, thank, they, this, thing, that, thick, thin, then, these

wh: what, whale, when, whip, while, why, which, white, where, wheel

ph: phone, phonograph, photograph

- Construct an initial consonant digraph wheel. You will need two circles made of cardboard. One of the circles should be two to three inches smaller than the other.

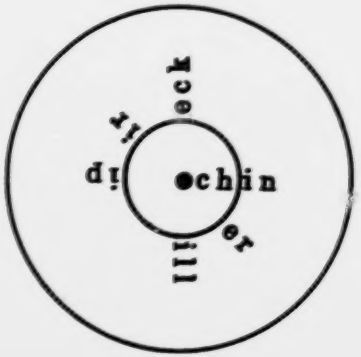
  To make the wheel, fasten the circles together. The inside circle should have an initial consonant digraph. The outside circle should have the stem of the words.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective b continued

Have students practice rotating the top circle to match the digraph with an appropriate stem. Students should attempt to pronounce all of the words. Have students write down all of the matches that make "real" words.

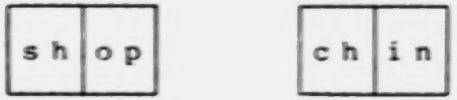
Example of a Consonant Digraph Wheel:



- Make flashcards in which a consonant digraph is shown on one side of each card with a picture which illustrates a word beginning with that digraph. On the other side of the card, print only the digraph.

EXAMPLE: Front of Card Back of Card

c h

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective **b** continued	- Have students form words with initial consonant digraphs using word cards. To construct cards, print a word with an initial consonant digraph on each card. Cut each card into two parts between the digraph and the rest of the word. **EXAMPLE:**  Put cards into envelopes. Several cut-up matching cards should go into each envelope. After students have formed a word, have them record it. (Get them to pronounce the word after they have formed it. Some combinations may not form words.)	
c. recognize and pronounce words with final consonant digraphs.	- The common consonant digraphs found in the final position are ph, ck, gh, ng, ch, sh, and th. Although these digraphs are not as easy to hear or recognize, they conform to the same pronunciation rules. - Examples of words for each digraph are: **ph:** graph, phonograph, photograph **ck:** check, stack, crack, back, black, track, neck, lock, rock, sock **gh:** laugh, rough, enough, tough **ng:** bang, rang, sang, sing, swing, hung, lung, song, king, bring, cling **ch:** church, watch, bunch, brunch, lunch, wrench **sh:** stash, splash, rash, dash, dish, mesh, crush **th:** with, path, bath, both	3

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective c continued	**NOTE:** Adapt activities for specific objective b to fit this objective.	
d. recognize and pronounce words with vowel digraphs.	- A vowel digraph consists of two vowels representing a single sound. Common vowel digraphs covered in this course are as follows: oa pronounced as in coat, boat, goat ai pronounced as in hail, rail, jail ee pronounced as in feel, heel, peel ea pronounced as in eat, beat, heat - Review the sound each digraph makes. The vowel combinations may be printed on index cards. Give students their own cards. Each student may choose a key word that would help him/her remember the sound of each vowel combination. The student can print this key word on each card. **EXAMPLE:** oa boat ai hail	4

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective d continued

NOTE: The digraphs ee and ea have the same pronunciation. Word patterns can be used to help students learn to spell these words correctly and to build their reading vocabulary.

EXAMPLE:

heel	heal
reel	real
peel	deal
feel	seal

eat	feet
meat	meet
beat	beet
heat	greet
neat	sleet
wheat	

tree	sea
bee	tea
fee	

e. predict story outcome.

- Give students comic strips with a specific story line. Cut off the last picture. Have students predict the outcome. 5
- Discuss TV shows or movies that let the audience determine the outcome. If possible have the class see a video of such a movie or show. Discuss the different possible outcomes.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
f. complete an open-ended story.	- Before reading open-ended stories students should be aware that: 1. The outcome must logically follow as a consequence of events that happen in the story. 2. There must be evidence or reasons stated in the story for a character's personality to change from what had been originally described in the story. - Discuss as many different logical endings as the students give. Compare some endings deciding what additional details would need to be included in order to prove that there would be only one possible outcome for the story.	6
g. copy words and sentences in cursive form.	- First give students practice tracing and then copying simple words. Be sure the words covered will include using all the letters of the alphabet. Now, have students choose words from their word books of initial and final consonants and other words they had been printing earlier, and write them in cursive form. The students should now be able to write dictated words in cursive form. After they are comfortable writing words, give the students short sentences (written in manuscript) as examples to copy in cursive form.	7

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective g continued

- Have students match printed word to same word in cursive form.

EXAMPLE:

- Have student cross out words that are different.

EXAMPLE: *man* ~~*cap*~~ *man* *man*

GENERAL OBJECTIVE: The learner will demonstrate an understanding of the seventh group of basic sight words, functional words, and words from personal vocabulary. The learner will also demonstrate the ability to recognize and pronounce words with vowel diphthongs, classify information orally, answer literal and implied questions about a reading selection, and copy short paragraphs in cursive form.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will:		
a. recognize and write sight words.	- See Course 102, objective a, for sight word activities.	1
b. recognize and pronounce words with vowel diphthongs.	- A vowel diphthong is a pair of vowel sounds pronounced in one syllable. **EXAMPLE:** "ou" as in house - Introduce various diphthongs in words by having students listen and repeat after you. **EXAMPLE:** "ou" as in hour, sour "ow" as in now, allow "oi" as in boil, soil "oy" as in boy, employ Have students think of other examples for each diphthong. - Make flashcards in which a diphthong is shown on one side with a picture illustrating a word containing that diphthong. On the other side of the card, print the word.	2

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective b continued	- Write words containing various diphthongs on the chalkboard. Circle a specific word as you pronounce it. - You may need to explain that when "ow" has the sound of "ow" as in towel, it is considered a diphthong. However, when "ow" has the long sound of "o" as in show, it is not a diphthong but a long "o". - Write on the chalkboard several "ow" words, having some appear as a diphthong and others just as a long "o". As you pronounce and circle each word, have students tell you which "ow" word has a diphthong. - Have students make up sentences orally with diphthong word patterns. **EXAMPLE:** The blouse and pouch are on the couch in the house. Joy will employ the boy to pack the toys.	
c. classify information orally.	- To make sure that students understand the concept of classifying, give them topics and ask them for examples of types of things that fit into those classifications. For example, if you give them the topic Parts of the Body, response would be such as arms, legs, lungs, etc. Have students suggest topics. Classmates will write down the topics and list at least three examples under each one. - Give students three words in a category. Have them give one or two more words for the group. For example, give them the words January, March and May, and ask for two more words that would fit into the group.	3

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective c continued	Ask students to give the name of the group. The name of the group would, of course, be Months, or Months of the Year. Examples of more words to categorize, and their group names, are: rye, whole wheat, white **(Bread)** yellow, aqua, blue **(Colors)** tin, gold, lead **(Metals)** Star-Spangled Banner, Jingle Bells, Amazing Grace **(Songs)** slippers, high heels, moccasins **(Shoes)** shirt, jeans, socks **(Clothing)** chicken noodle, minestrone, chowder **(Soups)** apples, grapes, pears **(Fruit)** - More difficult groups could involve action: getting on a bus, paying the fare, looking for a seat (Riding a Bus); tucking in the sheet, fluffing the pillow, smoothing the blanket (Making a Bed), etc. **NOTE:** See Course 103, objective f for additional classification activities.	
d. answer literal and implied questions about a reading selection.	- Give students short reading selections and ask them who, what, where, when, and how questions about each selection. - Explain that when an answer is implied, it is based on facts that are not given. One must read "between the lines" to get the answer.	4

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
e. copy short paragraphs in cursive form.	- Select short paragraphs from experience stories or student books for students to copy in cursive form. Have students copy each paragraph three or four times. Encourage them to form the letters in each paragraph better than those in their previous paragraph. Speed will come with practice but it is important to develop a good, legible handwriting.	5

COURSE FOCUS

Math

Course 101 focuses on the recognition of shapes, sizes and numerals 0-20. It gives practice in the formation and sequencing of numerals 0-20. It also introduces the concept of addition and provides practice in addition facts 0-5.

Course 102 introduces place value by ones and tens. It continues with recognizing and sequencing numerals through 100. Addition facts continue to include 6-10 and a review of all addition facts is given.

Course 103 begins with recognizing and writing names of numerals one through twenty. Some of these words may have been introduced in Language Arts. Students will be asked to count to 100 by 5's and 10's and find sums of 2-digit numbers without renaming. The concept of subtraction and subtraction facts 0-5 will also be introduced.

Course 104 students are determining place value through hundreds and adding sums of 3-digit numbers without renaming. They have already been introduced to the differences in sizes and are now ready to proceed to the concept of greater than and less than. They also finish the subtraction facts 6-10 and review all facts as a means of reinforcement.

Course 201 introduces the recognition of ordinal numbers 1st through 10th and common money values. It proceeds with place value through thousands. The concept of renaming with addition is introduced and practice with finding sums of 2-digit numbers with renaming is provided. Also finding differences of 2-digit numbers without renaming is done.

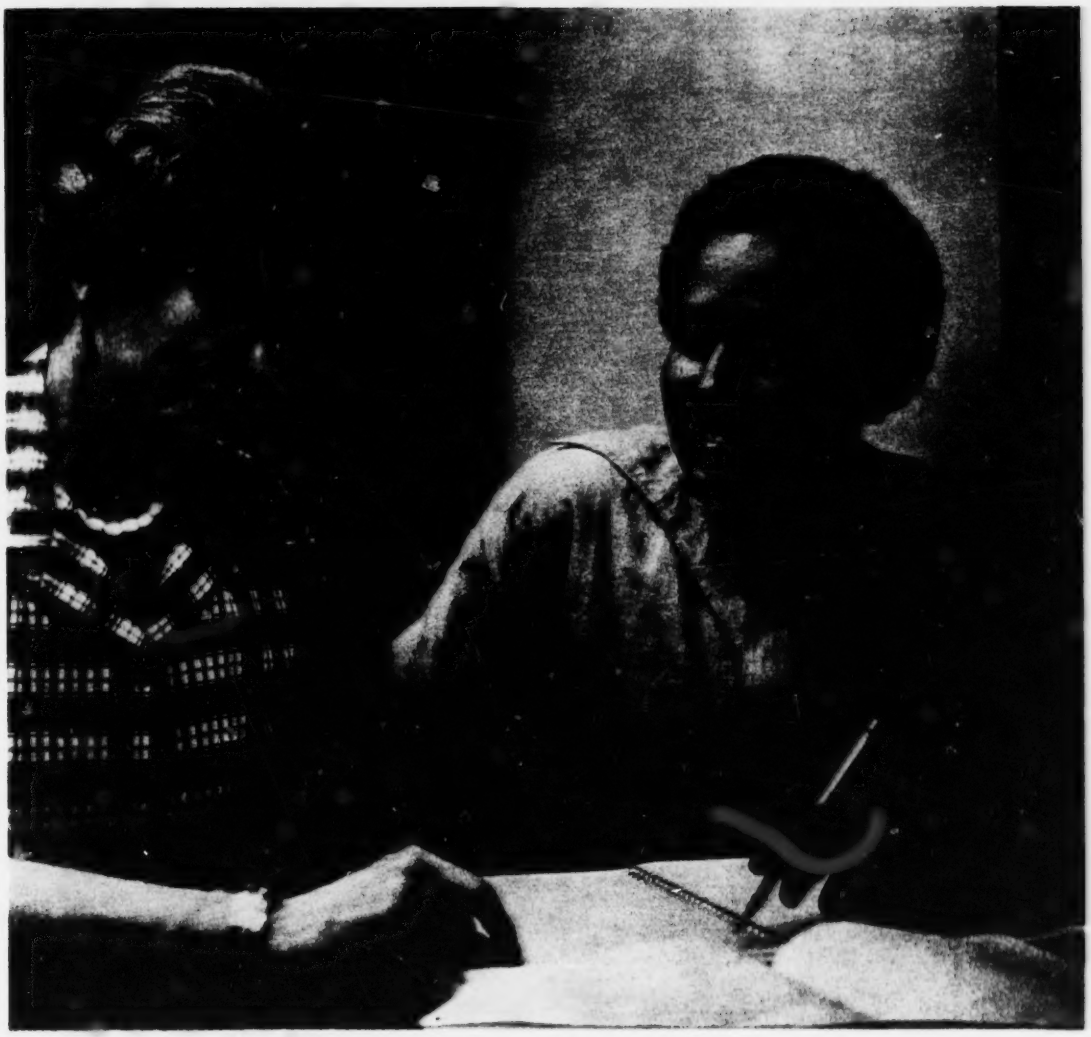
Course 202 recognizes names of ordinal numbers first through tenth and then hour and half hour units of time. It introduces the concept of counting to 500 by 10's and to 1,000 by 100's. The students will also continue to progress in addition by adding 3-digit numbers with renaming and finding differences of 3-digit numbers without renaming.

Course 203 demonstrates the concept of renaming with subtraction and provides practice with subtraction using 2-digit numbers. Now that students are familiar with common money values, they will be asked to count money and make change. Students will continue adding using 4-digit numbers with renaming.

Also for the first time students will be asked to solve simple word problems in addition and subtraction.

Course 204 introduces practice with column addition and finding differences of 3 and 4-digit numbers with renaming. This course also provides additional exercises using greater than and less than with number sentences. A continuation of solving simple word problems in addition and subtraction is done also.

MATH



Courses 101-204

Specific Objectives

Course 101

To recognize shapes
To recognize sizes
To recognize numerals 0-20
To write numerals 0-20
To sequence numerals 0-20
To demonstrate the concept of addition
To recall basic addition facts for numbers 0-5
To solve addition number sentences 0-5

Course 102

To determine place value by ones and tens
To recognize numerals 0-100
To sequence numerals 0-100
To recall basic addition facts for numbers 6-10
To solve addition number sentences

Course 103

To recognize names of numerals one through ten
To recognize names of numerals eleven through twenty
To write names of numerals one through ten
To write names of numerals eleven through twenty
To recognize names of numerals one through twenty (review)
To write names of numerals one through twenty (review)
To count to 100 by 5's and 10's
To find sums of 2-digit numbers without renaming
To demonstrate the concept of subtraction
To recall basic subtraction facts for 0-5
To solve subtraction number sentences

Course 104

To determine place value through hundreds
To recognize greater than and less than
To find sums of 3-digit numbers without renaming
To recall basic subtraction facts for numbers 6-10
To solve subtraction number sentences

Course 201

To recognize ordinal numbers 1st through 10th
To determine place value through thousands
To demonstrate renaming with addition
To find sums of 2-digit numbers with renaming
To find differences of 2-digit numbers without renaming
To recognize common money values

Course 202

To recognize names of ordinals first through tenth
To count to 100 by 10's and to 1,000 by 100's
To find sums of 3-digit numbers with renaming
To find differences of 3-digit numbers without renaming
To recognize hour and half hour units of time

Course 203

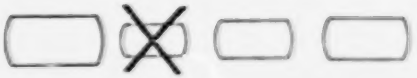
To find sums of 4-digit numbers with renaming
To demonstrate renaming with subtraction
To find differences of 2-digit numbers with renaming
To count money and make change
To solve simple word problems with addition and subtraction

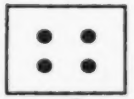
Course 204

To practice addition in columns
To find differences of 3 and 4-digit numbers with renaming
To solve number sentences with greater than and less than
To solve simple word problems with addition and subtraction

GENERAL OBJECTIVE: The learner will demonstrate an understanding of shapes and sizes, numerical sequencing, and the concept of addition. The learner will also demonstrate the ability to recognize and write numerals (0-20), recall basic addition facts (0-5), and solve addition number sentences.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will:	**NOTE:** The majority of the activities on the basic level should be individualized. However, work in small groups and pairs can also be helpful.	
a. recognize shapes.	- Show the student basic shapes: circle, triangle, rectangle, and square. You can draw these shapes or use cut-outs. The student should explore the differences between each shape. After which you might want to discuss these differences in detail. - Students can try to find different objects in the room that have these shapes. For example: floor tiles might be squares or rectangles, a clock would be a circle and so on. You might extend this activity to include objects at home, at work or seen on the way to the class site. - Students can cut out shapes or bring in pictures of different objects that illustrate various shapes. - Use traffic signs to distinguish shapes.	1
b. recognize sizes.	- The same material that was developed by you and your students can be used to illustrate differences in sizes.	2

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective b continued	- Compare the same sizes first. Use your teacher-made materials or draw the shapes for the student on the board or on paper. Ask "Which one is the smallest?"  Then using various shapes and sizes ask, "Which is the largest?" Which are the same? - Students should compare differences in the sizes of the objects they have made and brought to class.	
c. recognize numerals 0-20.	- Prepare duplicate sets of cards with numbers 1-20. As you call out each number, the student should point to the corresponding card. As a student becomes more proficient, hold up the cards without calling the name of the number. Have the student call the names of the numbers as well as point to the corresponding card. Ask students to recall where they have seen these numbers in their daily lives.	3
	- Using a regular deck of cards, discard all face cards, aces, and jokers. With four students, deal each one 9 cards. The person to the left of the dealer discards one card, saying the number's name. The next student may pick up the card if he has a match to it. If he doesn't, the student to his left may match the card. The person who matches the most cards first wins the game.	

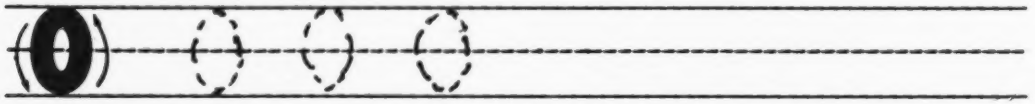
Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective c continued	- Use a variety of manipulatives (poker chips, paper clips, pennies, pencils, buttons, keys, etc.) for students to organize into groups representing numbers you give them. If you say "six", a student must show you a group of six. - Ask students to make check marks to represent a number you call. If you call an eight, each student should have on his paper eight check marks. - Use dominoes to help students recognize similar sets without necessarily counting. Students may play a game by matching sets of dots. - Hold up spot cards  and ask students to answer the question, "How many?" Build speed as students become more proficient. - Numbers can be placed on the board or on flashcards (0-20) and students can be asked to say each number.	
d. write numerals 0-20.	- Some students will need very little practice in writing numerals. Others will have to be taught how to form some or all of these numbers.	4

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective d continued

- Explain the formation of each number before allowing students to complete these exercises. Caution them about staying in the lines and the correct spacing between the numbers. You might want to illustrate each number on the board by drawing arrows pointing to the directions of the lines and curves.

EXAMPLE:



To make a (0) draw a complete circle. Trace the circles. Now make (0's).

To make a (1) use (1) straight line. Trace this. Then make (1's).

A (2) is made with a curve and a line. Trace the (2). Now make (2's).

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective d continued	- Continue forming numbers until you have covered 0-9. Now, show students how to use 0-9 to form numbers 10-20. - Use flashcards to have students copy numbers. Then say numbers and have students write them. - Students can make their own decks of cards using numbers 0-20. Then have them play a game matching pairs of numbers and writing down each pair they match. - Have students look for numerals 0-20 on signs, on the way to class, or just anywhere in the outside world. They should copy down the numerals that they see and try to remember where they see them.	
e. sequence numerals 0-20.	- Ask students to list their children's ages, their nieces' and nephews' ages, etc. Students should generate many of the same numbers that fall within 0 and 20. Ask students to arrange the numbers they list in the proper sequence. - Use the same teacher-made flashcards 0-20. Mix the cards up so that they are not in the proper order. Have students put them in order. If students have difficulty arranging numbers 0-20, start with 0-5. After mastery of these, add 5 more until they can sequence numbers 0-20.	5

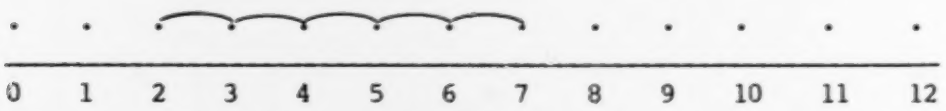
Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective e continued	- Ask students to take change out of their pockets or purses. Have them count their pennies, dimes, nickels, and quarters. Also have them practice counting with everyday objects such as silverware, nuts and bolts, books, cans of soda, etc. Arrange these objects by sets of 0-20. Have students count the objects in each set and write down the appropriate numbers. **EXAMPLE:** 1 2 3 4 5	
f. demonstrate the concept of addition.	- The concept of addition should be demonstrated by using real world situations. Have students see if they can think of times when they have to take one amount of something and another amount and put them together. An example would be two six packs to make twelve cans. Using their examples and some of your own, point out that one way of looking at addition is that of combining groups or sets. **EXAMPLE:** 6 (. . / . . / . .) 6 (. . / . . / . .) $6 + 6 = 12$	6

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective f continued

- An addition facts chart can be developed by each student along with the teacher. An empty chart can be placed on the board. (You can also use a flip chart or an overhead projector.) Show students various patterns for filling out the chart. For example, the chart can be completed by adding the number on the left hand side to a corresponding number on the top row. The chart can also be completed by adding 1 to each number down a row. Now have the students complete the chart and look for more patterns.

+	0	1	2	3	4	5
0	0	1	2	3	4	5
1	1	2	3	4	5	6
2	2	3	4	5	6	7
3	3	4	5	6	7	8
4	4	5	6	7	8	9
5	5	6	7	8	9	10

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
g. recall basic addition facts for numbers 0-5.	- Addition may be thought of as repeated counting. If we have 2 paint brushes in one room and 3 paint brushes in another room, we can put all the paint brushes together and count, 5 paint brushes. We can say, then, that 2 + 3 = 5. Five is the sum. (Explain that the symbol + means "plus", and indicates that we are adding numbers together.) However, if we counted objects every time we needed to add them, it would be a slow and difficult process. Students need to memorize basic addition facts. - Use a number line on the blackboard to help students visualize the concept of addition. For example, add 2 + 5:  - The students can refer to their addition fact charts to help them find their answers and/or check their answers.	7
h. solve addition number sentences 0-5.	- Introduce number sentences and the vocabulary that encompasses the process (+,=). - Show students how the commutative property of addition works. Unlike subtraction, when adding numbers either number may come first. Show by example: 3 + 5 = 8 5 + 3 = 8	8

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective h continued

- It has become increasingly important that students know how to manipulate numbers in several ways without changing the meaning of the problem.

  Show students that $5 + 3 = 8$ is the same as $\begin{array}{r} 5 \\ +\ 3 \\ \hline 8 \end{array}$

- Demonstrate on the blackboard the process you might use to determine a sum.

  EXAMPLE: $4 + \underline{?} = 7$ $\qquad$ $4 + 3 = 7$

  Students should ask themselves "What number + 4 equals 7?" Encourage students to use the questioning technique until the basic addition facts are known. After mastering basic addition facts, students should be able to fill in an answer without hesitating.

GENERAL OBJECTIVE: The learner will demonstrate an understanding of place value by ones and tens and numerical sequencing. The learner will also demonstrate the ability to recognize and write numerals 0-100, recall basic addition facts (6-10), and solve addition number sentences.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES

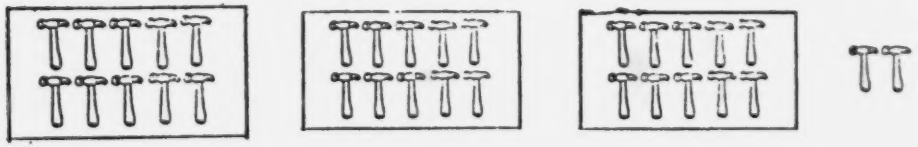
The learner will:

a. determine place value by ones and tens.

- Count out objects (chips, coins, nails, screws, etc.) to determine ones. Or, you might want to do some adding of objects. (7 hammers + 2 hammers are 9 hammers). Once you get to 10, show that 10 ones can also be 1 ten. 1

10 ones = 1 ten

Give students other examples 32 = 3 tens 2 ones



- Write numbers and have students circle the ones. For example:

37 5 60 44 21

173

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective a continued	- Write more numbers and have students circle the tens. For example: (8)3, (4)7, (9)2, 8, (1)5 - Write numbers and have students tell the value. For example: 54 = 5 tens and 4 ones 33 = 3 tens and 3 ones 10 = 1 tens and 0 ones	
b. recognize numerals 0-100.	- **NOTE:** Students may very well be able to handle recognizing, writing, and sequencing numerals taught in combination. This should be up to the discretion of the teacher and his or her knowledge of the learning capacity, process, and preferences of each student. - Review activities for recognizing numerals 0-20 and extend some of them to include numerals 21-100 only. - Since students have already worked on recognizing numerals 0-20, you may want to focus on numerals 21-100. Make cards for the numerals 21-100. Put numbers 21-50 in an envelope. The students will identify these numbers as they pull them from the envelope. As students become proficient add more numbers to the envelope. Some envelopes could contain numbers ranging from 0-100. - Use flashcards from 0-100. Hold up a card so the student can tell you what the number is. This activity can be done in small groups or in pairs.	2

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
c. recall basic addition facts numbers 6-10.	- The addition facts chart can be completed now. Students then can use these charts to help memorize their facts.	3, 4

+	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

- The number line can also be used to help students master addition facts. Teachers should instruct students on how to make and use their own number line. A number line drawn from 0-18 can be used for facts 0-9.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
d. solve addition number sentences.	- Students should be shown that $\begin{array}{r} 7 \\ +2 \\ \hline 9 \end{array}$ is the same as 7 + 2 = 9. This can be introduced with number sentences 0-5 as well. - The commutative property of addition can also be illustrated. For example: A) 3 + 5 = 8 or 5 + 3 = 8 B) 7 + 2 = 9 or 2 + 7 = 9 C) 6 + 8 = 14 or 8 + 6 = 14 - For additional practice of the commutative property of addition you can pair students or form small groups. One student can give a number sentence, another can make a second sentence using the same numbers. 1st Student: 4 + 5 = 9 2nd Student: 5 + 4 = 9	5

GENERAL OBJECTIVE: The learner will demonstrate an understanding of the concept of subtraction. The learner will also demonstrate the ability to recognize and write names of numerals one through twenty, count by 5's and 10's, find sums of 2-digit numbers without renaming, recall basic subtraction facts (0-5), and solve subtraction number sentences.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will:		
a. recognize names of numerals one through ten.	- Make cards with numbers 1 through 10 on one side and the name of each number on the other side. (Or you may want to simply write the names of numerals one through ten on cards that were made for previous objectives.) These cards can be used for several activities. 1) The teacher can show a number card to students and have them write the name for the number. 2) Students can pair off to do the same exercise as above. One student acts as the teacher. Students working in small groups can also help each other. 3) The teacher can show the side of the card with the name for the number and ask the students to write the number. This can also be done in pairs or groups. - The teacher can also use manipulatives to represent numbers 1-10 and allow students to write the number's name.	1

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
b. recognize names of numerals eleven through twenty.	- The previous flashcard activities can be expanded to cover this objective. - At this point, students may make their own number cards. (See objective c.) These cards can be used to play a match game. Have one student show a number 11-20 and have another student match it with the number's name. - Have students scramble the names of numerals 11-20 and/or 1-20 and put them in order.	2
c. write names of numerals one through ten.	- Students can copy these names from the board. This is good to do if you have students needing practice in formation of letters. - Constructing their own number cards will give students practice in writing these numerals. (You may prefer to teach writing and recognizing at the same time.) - Make up check forms and have students fill out checks for amounts using the numbers one through ten. This check writing activity should be used at different times throughout learning how to write and recognize numbers.	3

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective c
continued

EXAMPLE:

New City Bank

No. _____

Date _____ 19 _____

$ _____

To _____

_____ dollars

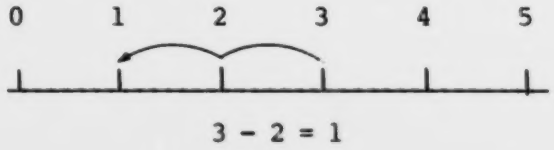
_____

NOTE:

Depending on the particular student, this skill could also be taught in conjunction with recognizing the names of numerals one through ten. Some students will need additional practice printing and would benefit from tracing or copying these words. Those who would not benefit from such an activity should concentrate on being able to write and spell the appropriate word if called upon to do so.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
d. write names of numerals eleven through twenty.	- The preceding activities can also be expanded to cover this objective. Emphasis could be placed on filling out check amounts.	4
e. recognize names of numerals one through twenty.	- This is a review objective. Activities that have already been introduced can easily be applied to meet this objective.	5
f. write names of numerals one through twenty.	- This is a review objective. Activities that have already been introduced can easily be applied to meet this objective.	6
g. count to 100 by 5's and 10's.	- Take a large card and a checker (or some other kind of marker). Divide the card into 100 squares and number each square from 0 to 100 in order. Have the student place the checker on 0, count five spaces to the number 5, and write down "5" on a piece of paper. Have he or she count 5 more spaces to 10 then write the number "10" and so on until 100 is reached. The student will have numbers 5, 10, 15, 20 and so on written down on the paper. Discuss with the student what similarities there are in these numbers and what a "pattern" is. - Use the card to count to 100 by 10's. Have the students compare the list of numbers from counting by 10's to the list from counting by 5's. Ask them what similarities and differences they see. - Use nickels, dimes, and pennies (5 = one nickel) to demonstrate counting to 100 by 5's and 10's. Group 5 pennies and call that a nickel. Group 5 more, call that a nickel. Then push the two groups together to make a dime. Have the students manipulate the coins in a similar fashion on their way to counting to 100.	7

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective g continued	- Give the students play nickels and dimes. They can first use nickels to count to 100 and then use dimes. You might ask, "How many nickels does it take to make $1.00 or 100? or," How many dimes does it take to make $1.00 or 100?"	
h. find sums of 2-digit numbers without renaming.	- Give students verbal word problems and have them add on their paper and respond with the answer. For example: Terry had 11 tomato plants and 15 cucumber plants. How many plants did he have in all? - Emphasize that keeping columns straight while adding is crucial to obtaining the correct sum. Demonstrate correct and incorrect ways of writing 2-digit numbers. - Students can use the board or the overhead projector to demonstrate finding sums of 2-digit numbers without renaming. Write the problem and let a student work and explain it to the class. This could also be done in small groups for students who may need extra assistance. You could have a group leader work with a small group while you work with individual students.	8
i. demonstrate the concept of subtraction.	- The concept of subtraction should also be introduced using real world situations. Have students see if they can think of times when they had an amount and had to use part of that amount for something and then had to figure out what they had left. Using quarters to do laundry at a laundromat or using sticks of margarine in recipes are good examples. Have students also try to think of times when they had to figure out how much larger or smaller something was compared to something else. The heights of two children is a good example. They should also be prompted to think of times when they might have to figure out how much more they need of something to get the amount they want. Recipes are good here as well. "After you put in three cups, how much more do you need to make six cups?"	9

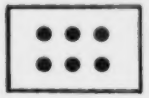
Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective i continued	- Show students how to set up subtraction problems using familiar objects. For example, show the students one stack of 3 books, then subtract 2 (remove them from the stack) to demonstrate that 3 - 2 = 1.	
j. recall basic subtraction facts for 0-5.	- Students can use number lines to help them find the answers to these facts. For example: 3 - 2 = ?  3 - 2 = 1 - Explain to students that instead of moving to the right (for addition); they must move to the left (for subtraction). - Give students several examples until you are certain they understand how to use the number line and that they are moving in the right direction.	10
k. solve subtraction number sentences.	- Give students a set of cards. These cards will have numbers or the symbols (-) or (=). Students will take the cards and create their own number sentences. **EXAMPLE:** - Students can also work in pairs. One student makes the number sentences; the other student solves them.	11

GENERAL OBJECTIVE: The learner will demonstrate an understanding of place value through hundreds and the concept of greater than and less than. The learner will also demonstrate the ability to find sums of 3-digit numbers without renaming, recall basic subtraction facts (6-10), and solve subtraction number sentences.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will:		
a. determine place value through hundreds.	- Discuss how 10 tens become one hundred. Show students that there is more than one way to represent a number, but that all of the various ways are actually equivalent. - Have students respond orally to your questions. Give a variety of numbers, one at a time, to each student. **EXAMPLE:** "In the number 543, what place value does the 5 represent?" hundreds "In the number 452, what value does the 5 stand for?" tens "In the number 502, what value does the 2 stand for?" ones - Some of the same activities that were utilized in determining place value for ones and tens can be utilized here also. - Give students numbers 0-999. Point to a digit and have them tell you what the place value for the number is.	1

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective a continued	**EXAMPLE:** A) 376, the 7 is in the tens place B) 635, the 5 is in the ones place C) 137, the 1 is in the hundreds place	
b. recognize greater than and less than.	- On a blackboard or a piece of paper, draw a number line with twelve points. Label the first three points 0, 1, 2. Ask the student what the next points are numbered. Ask what happens as we move to the right on the number line. (The number becomes greater.) Ask which is more 5 or 4, 9 or 10. Introduce the symbol" > " to stand for "is greater than." Show how that sign can be used to indicate the direction we go on the number line to find the numbers that are greater. As you continue to determine which number is larger, have them write the number sentence on their paper (e.g. 8 > 7). - Use the same procedure to have students determine which "number is less than," using the symbol " < ". This sign can be used to show the direction we go on a number line to find smaller numbers. - Hold up two spot cards and have students write an appropriate sentence. **EXAMPLE:** Students could write 5 > 3 or 3 < 5.	2

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective b continued	- After students have learned to count from 0 to 100, give them a number so they can respond with the number that is one greater than the number you called. **EXAMPLE:** Teacher calls "38"; a student responds "39". Then have students respond to your called number by naming the number that is one less. **EXAMPLE:** Teacher calls "42"; a student responds "41". - Give students two numbers to compare, such as 74 and 89. Have students tell which is less. The same activity can be done to determine which is greater.	
c. find sums of 3-digit numbers without renaming.	- Have students compare the addition of numbers through 999 with the basic addition facts. Show them totals as though each unit was a fact. 467 +532 Students will not do well if they have not learned the addition facts so emphasize their importance. **NOTE:** Make sure students are adding from right to left starting with the ones column. It is extremely important that they form this habit now, before renaming begins. 467 + 532 adding from right to left: 7 + 2 = 9; 6 + 3 = 9; 4 + 5 = 9 so 467 + 532 = 999	3

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective c continued	- Call out numbers for students to add. They need to be able to identify, write, and then add numbers to 999. Be careful when calling out numbers that students are not asked to rename numbers.	
d. recall basic subtraction facts for numbers 6-10.	- As students say some of their addition facts aloud, have them change the addition facts to subtraction facts. **EXAMPLE:** $\begin{array}{r} 7 \\ +\ 4 \\ \hline 11 \end{array}$ changes to $\begin{array}{r} 11 \\ -\ 4 \\ \hline 7 \end{array}$ or $\begin{array}{r} 11 \\ -\ 7 \\ \hline 4 \end{array}$ Or, as one student says an addition fact aloud in class, have another student change that fact to a subtraction fact. 1st student: 7 + 4 = 11 2nd student: 11 - 4 = 7 (or 11 - 7 = 4) 3rd student: 6 + 2 = 8 4th student: 8 - 2 = 6 (or 8 - 6 = 2) Continue on in similar manner. - Use spot cards to introduce the subtraction facts. Hold up a spot card  then cover 2 of the spots with your hand while saying 6 minus 2 = (student response). - Let students use traditional flashcards to practice in groups of two. - The number line can be used again here. Also show students how to use the addition fact chart to solve subtraction facts.	4

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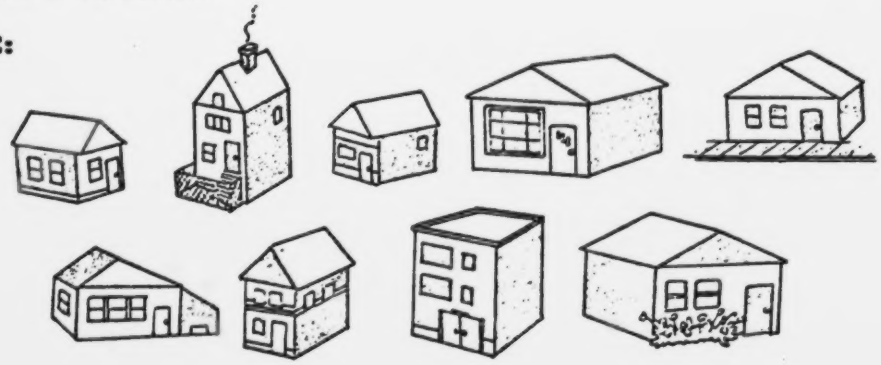
Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
e. solve subtraction number sentences.	- Have students write 10 subtraction number sentences. Students can then exchange papers to solve these sentences. - Ask students to complete subtraction number sentences read orally. **EXAMPLE:** "What number minus eight equals 2?" "Ten minus what number equals 2?" "Eight minus 2 equals what?" - Prepare flashcards with number sentences. Have students practice with these flashcards. **EXAMPLE:** 5 - ? = 2; ? - 4 = 8; or 10 - 3 = ?	5

GENERAL OBJECTIVE: The learner will demonstrate an understanding of place value through thousands, renaming with addition, and common money values. The learner will also demonstrate the ability to recognize ordinal numbers (1st through 10th); find sums of 2-digit numbers with renaming; and find differences of 2-digit numbers without renaming.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will:		
a. recognize ordinal numbers 1st through 10th.	- Draw a row of houses on the board or on a piece of paper. Each house will have a variation. **EXAMPLE:**  Ask students to determine the order of the houses. The house on the left is the first house. Ask students, "Which house is fifth?" (ans. "The one with a sidewalk.") "Which house is 8th?" (ans. "The one with the double doors.") Then ask students to generate the number by asking questions such as, "Which house has one large window?" (ans. 4th); "Which house has a chimney?" (ans. 2nd); "Which house has flowers in the front?" (ans. 9th). Tell students that ordinal numbers tell us <u>where</u> each house is, not <u>how many</u> houses there are. Ask other questions to let students assimilate the difference such as, "<u>How many</u> students are in this room?" or "Which student is 2nd to the right of a particular student?"	1

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective a continued

- Take ten objects and place them in a row in front of the student. Tell the student that the last one to his or her left is the first one. Ask the student to exchange the 5th object with the 3rd object, the 2nd with the 8th etc.

- Cards can be made by the teacher and/or students. Place ordinal numbers on one side using a different color for each number.

  EXAMPLE: 1) Put the ordinal 1st in red, 2nd in blue, 3rd in green, 4th in yellow, 5th in brown, 6th in orange, 7th in black, 8th in purple, 9th in pink, and 10th in gray.

  2) Scramble the cards and have students put them in order.

  3) Teacher arranges the cards in order and does the same activities as with the houses. The different colors are used to tell which number is being spoken about.

     EXAMPLE: The orange card is what number? The answer would be 6th.

  4) Teacher can use two sets of cards to allow students to match cards.

- Students can be given pictures to put in order by event, what comes 1st, 2nd, 3rd, and so on. Start with maybe three or four pictures and work up to ten pictures.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
b. determine place value through thousands.	- Activities used in previous objectives dealing with place value can be extended to thousands such as:	2

1) Give students the number 7,683; have students tell how many thousands, hundreds, tens and ones. 7 thousands 6 hundreds 8 tens 3 ones.

2) Have students circle a certain place value.

Circle hundreds:	Answers
376	(3)76
589	(5)89
218	(2)18

Circle thousands:	Answers
3,762	(3),762
5,037	(5),037
1,321	(1),321

- The use of the comma after the hundreds place can be demonstrated and practiced with this objective also. Give students numbers and ask them to place a comma where needed.

EXAMPLE:

1) 3767 = 3,767 2) 8456 = 8,456 3) 4006 = 4,006

4) 1576 = 1,576 5) 2189 = 2,189 6) 9030 = 9,030

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
c. demonstrate renaming with addition.	- Illustrate renaming in a variety of ways; however, make certain that you always reinforce that renaming is another way of stating something and does not change a number's value. **EXAMPLE:** 3 can be renamed as 2+1 or 1+1+1 and so on, but still has the value of 3. 10 ones can be renamed as 1 ten and 0 ones but still has the same value. 23 can be renamed as 20+3 or 2 tens and 3 ones. After students have an understanding of renaming, give them numbers and ask them to rename the numbers. **EXAMPLE:** 1) 58 can be renamed as 5 tens and 8 ones or 50+8 and so on. 2) 62 can be renamed as 6 tens and 2 ones or 60+2. 3) 50 can be renamed as 5 tens and 0 ones or 50+0. 4) 97 can be renamed as 9 tens and 7 ones or 90+7.	3

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
d. find sums of 2-digit numbers with renaming.	- Explain the process of addition with renaming.	4

EXAMPLE:

$$\begin{array}{r} 68 \\ +57 \\ \hline ? \end{array}$$

STEP 1: Add ones. Write the ones in the ones place and carry the tens to the tens place.

tens	ones
6	8
+ 5	7
	5

STEP 2: Add tens and the number that was carried to the tens place.

tens	ones
$^{1}6$	8
+ 5	7
12	5

- Emphasize again that the importance of keeping columns straight while adding is crucial for obtaining the correct sum. This is especially crucial when adding number sentences.

EXAMPLE: 37+59=?

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective d continued	**Incorrect procedure:** $\begin{array}{r} 37 \\ +\ 59 \\ \hline 627 \end{array}$ or $\begin{array}{r} 37 \\ +\ 59 \\ \hline 429 \end{array}$ **Correct procedure:** $\begin{array}{r} 37 \\ +59 \\ \hline 96 \end{array}$ - Divide students into small groups. Give each group ten problems and distribute them evenly to group members. Students should explain their problems and other group members should check the problems.	
e. find differences of 2-digit numbers without renaming.	- Use verbal word problems and have students compute the answers. **EXAMPLE:** José was driving from Bay City to Fall Creek. The distance from Bay City to Fall Creek is 78 miles. After a half hour he had driven 34 miles. How much further did he have to go to reach Fall Creek? $\begin{array}{r} 78 \text{ miles} \\ -34 \text{ miles} \\ \hline 44 \text{ miles} \end{array}$ **NOTE:** At this stage most word problems must be read orally because many of these students are having problems reading. However, giving word problems based on their own experiences to students at the beginning of their acquisition of skills increases their ability to reason and solve problems.	5

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective e continued	- Have students make up their own oral stories or "word problems" to go with a set of subtraction problems. A student's list of word problems could be devised for this objective and kept by the training specialist to use with other basic level students.	
f. recognize common money values.	- Have each student take the change out of his pocket and/or purse. If a student does not have any change, use yours. Talk to these students individually to see if each can identify the value of a penny, nickel, dime, and quarter. Have him write down the value of each coin (1¢, 5¢, 10¢, 25¢) and show you which coins are worth more than others. - Show students a one, five, ten and twenty dollar bill. Show them how to write these as $1 and $1.00, $5 and $5.00, $10 and $10.00, and $20 and $20.00. (Use play money.) - Give students coupons and have them match the amounts on them with the appropriate coins and bills. (Use play money.) - Have students look through newspapers for dollar and cents amounts (25¢, $1.00, etc.) and copy them down. Pick students and ask them to read these amounts. - Students can use play money to identify common money values. Dollar bills can be made from green construction paper. Coins can be made from cardboard boxes. For the size of the money that you are constructing use real money.	6

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective f continued

- Use flashcards with money values printed on each. Write "nickel" on one side and 5¢ or $.05 on the other side. For slower learners on one side put a picture of a nickel and the word "nickel" and on the opposite side 5¢ and/or $.05. Make a card for a penny, dime, quarter, half-dollar, one dollar bill, five dollar bill, ten dollar bill and twenty dollar bill in the same way.

  These cards can then be used in pairs, small groups or by the entire class to identify common money values. Card games can also be played with these flashcards.

- Some advanced students can make play money to be used in later activities at this level.

- Money values can also be matched.

  EXAMPLE: Teacher says, "Here is a penny. Now, you show me a penny." Student must then match by showing a penny. This activity can be done by using play money.

- Again using play money, place different money values on a desk or table. Students can identify how many of a certain money value there are.

  EXAMPLE: Teacher asks, "How many pennies are there?" Student replies, "There are five."

  This activity can continue by your using different money values each time.

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective f continued

- After students have mastered recognizing one money value, the teacher can go on to having students recognize four or five money values at once.

EXAMPLE:

How many pennies? _____ dimes? _____ half-dollars? _____

1 dollar bills? _____ 5 dollar bills? _____

GENERAL OBJECTIVE: The learner will demonstrate an understanding of hour and half hour units of time. The learner will also demonstrate the ability to recognize and write names of ordinals (first through tenth), count by 10's and 100's and find sums of 3-digit numbers with renaming and differences of 3-digit numbers without renaming.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES

The learner will:

a. recognize names of ordinals first through tenth.

- The cards that were developed for 201, Objective a (ordinal numbers 1st through 10th) can be used for the following activities. Simply write the name for each ordinal on the back of the appropriate card. Many of the same activities listed under 201-a can be used as well.

1

EXAMPLE:

Front	Back
1st	first
2nd	second

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective a continued	- Cards for these exercises can be developed three ways: 1) Color coded cards with the same number and number name 2) Non-color coded cards with the same number and number name 3) Non-color coded cards with a different number and number name - Hold up a card displaying an ordinal number and ask students to match that number with a card that has the appropriate ordinal name.	
b. count to 100 by 10's and to 1,000 by 100's.	- Have students make charts from 10-100 counting by tens, and from 100-1,000 counting by hundreds. **EXAMPLE:**	2

10	20	30	40	50
60	70	80	90	100

100	200	300	400	500
600	700	800	900	1000

These charts can be used to complete supplemental exercises on pages 103-105.

* Caution: Teacher should review charts to be certain they have been completed correctly.

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
c. find sums of 3-digit numbers with renaming.	- Read the following word problems for students to solve.	3

1) There are 216 P.T.A. members at Jones School and 184 P.T.A. members at Nichols School. How many members are there? _____

```
  11
  216   P.T.A. members
+ 184   P.T.A. members
  400   P.T.A. members
```

2) Sandy baked cookies for a bake sale. She baked 137 chocolate chip cookies and 97 peanut butter cookies. How many cookies did she bake? _____

```
  11
  137   cookies
+  97   cookies
  234   cookies
```

3) A florist sold 288 flowers on Friday and 375 flowers on Saturday. How many flowers were sold? _____

```
  11
  288   flowers
+ 375   flowers
  663   flowers
```

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective c continued

4) Mary collects stamps. In 1983, she collected 376 stamps. In 1984, she only collected 88. How many stamps did she collect for these two years? _____

```
  1 1
  376   stamps
+  88   stamps
 ----
 464   stamps
```

5) The Dirkwood train carried 789 passengers yesterday. Today, it had 593 passengers. How many passengers did the train carry in these two days? _____

```
   1 1
   789   passengers
+  593   passengers
 -----
 1,382   passengers
```

6) The Robbins Eagles Football Team washed cars for two months. The first month they washed 437 cars, and the second month they washed 285 cars. How many cars did they wash in the two months? _____

```
  1 1
  437   cars
+ 285   cars
 ----
 722   cars
```

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective c continued	- Students can make up oral problems to solve. Show students how to write these problems as number sentences.	
d. find differences of 3-digit numbers without renaming.	- Again, emphasize the importance of knowing the subtraction facts. It may take more time for students at this level to master the concept than you'd think. Because it's a new skill and not a "refresher," students may continually struggle with what we may think is quite easy. Give the student practice, practice and more practice. Make sure he has <u>really</u> mastered the skill before going on to renaming. - Give students oral practice by presenting subtraction two ways: First say [876] <u>minus</u> [325] = [551]. After students have mastered this phrase, give number sentences in this construction, subtract [452] from [864]. (Subtitute various numbers in the boxes.) In the second construction show students how the first number given (452) should be written below and then the second number (864) written above the first one. Introduce number sentences 423 - 212 = ? Discuss the meaning of the two signs (- ; =). Explain that this way of writing problems is not as common as the traditional way of writing them. The second number always becomes the bottom number in the subtraction number sentence.	4

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
e. recognize hour and half hour units of time.	- Have students make movable hand clocks. Tell them that the time tells the hour when the short hand is pointing to a number, and the long hand is pointing to the 12. **EXAMPLE:** The long hand is on 12 and the short hand is on 2. It is 2:00 or 2 o'clock. The long hand is on 12 and the short hand is on 5. It is 5:00 or 5 o'clock. 	5

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective e continued

- The same clocks can be used for half-hours. Explain that the long hand when on the 6 means the half-hour or thirty and the short hand tells the hour.

EXAMPLE:

The long hand is on 6 and the short hand is on 12. It is 12:30.

The long hand is on 6 and the short hand is on 8. It is 8:30.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective e continued

- Many clocks today use the digital mechanism. After students have mastered the traditional clock, discuss the advantages and disadvantages of both types.

  Traditional - shows better relationships of time.
  Digital - instant recognition of the exact minute.

- Have students draw face clocks for various daily activities.

  EXAMPLE: Getting up in the morning:

  Other items (to suggest if students cannot generate items); eating lunch, going to class, watching soap operas, getting off from work, eating dinner, and going to bed.

- Get students to look for pictures of clocks in newspapers, magazines, and catalogs. Then use the pictures to see if they can tell what time it is on each clock.

GENERAL OBJECTIVE: The learner will demonstrate an understanding of the concept of renaming with subtraction. The learner will also demonstrate the ability to find sums of 4-digit numbers with renaming, find differences of 2-digit numbers with renaming, count money and make change, and solve simple word problems with addition and subtraction.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES
The learner will:		
a. find sums of 4-digit numbers with renaming.	- Here are some word problems to be read orally for students to solve in small groups, pairs, or individually.	1

1) Mr. Brown's gas bill for the winter months was $1,234. His bill for the spring months was $467. How much were his bills altogether?

$$\begin{array}{r} \$1,234 \\ +\ 467 \\ \hline \$1,701 \end{array}$$

2) When Alfreda and Joyce went out for dinner, Alfreda's steak and shrimp platter cost $14.68. Joyce had lobster for $17.95. How much was the total cost of the two dinners?

$$\begin{array}{r} \$14.68 \\ +17.95 \\ \hline \$32.63 \end{array}$$

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective a continued

3) If a freight train weighed 2,467 pounds when it was empty, how much would it weigh with 1,976 pounds of cargo?

$$\begin{array}{r} 2{,}467 \text{ lbs.} \\ +1{,}976 \text{ lbs.} \\ \hline 4{,}443 \text{ lbs.} \end{array}$$

4) During the week 5,057 people attended a movie at the Cliff Theatre. On the weekend 3,946 people attended. How many people attended altogether?

$$\begin{array}{r} 5{,}057 \text{ people} \\ +3{,}946 \text{ people} \\ \hline 9{,}003 \text{ people} \end{array}$$

5) Sandra spent $199 for groceries, and $21.75 for gas. What was her total bill?

$$\begin{array}{r} \$199.00 \\ +\ 21.75 \\ \hline \$220.75 \end{array}$$

*Caution: In working with money, students will have to be shown how to set up the problems and the use of the dollar sign ($) and decimal point (.). Some students may find it difficult to solve these kind of problems.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
b. demonstrate renaming with subtraction.	- Students should practice finding differences with renaming. Give them a step by step process. Solve the following:	2

1) $\begin{array}{r} 48 \\ -29 \\ \hline ? \end{array}$

Step 1: You can not subtract 9 from 8. Borrow 1 ten, and add it to the 8 ones, 10+8=18. Now, subtract 9 from 18.

$\begin{array}{r} {}^{3}\not{4}\,{}^{18}\not{8} \\ -29 \\ \hline 9 \end{array}$

Step 2: Subtract the tens column, 3-2=1.

$\begin{array}{r} {}^{3}\not{4}\,{}^{18}\not{8} \\ -29 \\ \hline 19 \end{array}$

2) $\begin{array}{r} 53 \\ -36 \\ \hline ? \end{array}$

Step 1: You can not subtract 6 from 3. Borrow 1 ten, and add it to the 3 ones, 10+3=13. Now subtract 6 from 13.

$\begin{array}{r} {}^{4}\not{5}\,{}^{13}\not{3} \\ -36 \\ \hline 7 \end{array}$

Step 2: Subtract the tens column, 4-3=1.

$\begin{array}{r} {}^{4}\not{5}\,{}^{13}\not{3} \\ -36 \\ \hline 17 \end{array}$

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Specific Objectives:	Teaching/Learning Activities		Supplementary Exercises
Specific objective b continued	3) $\begin{array}{r} 90 \\ -64 \\ \hline ? \end{array}$		
	Step 1: You can not subtract 4 from 0. Borrow 1 ten, and add it to the 0 ones, 10+0=10. Now, subtract 4 from 10.	$\begin{array}{r} {}^{8}\not{9}\,{}^{10}0 \\ -64 \\ \hline 6 \end{array}$	
	Step 2: Subtract the tens column, 8-6=2.	$\begin{array}{r} {}^{8}\not{9}\,{}^{10}0 \\ -64 \\ \hline 26 \end{array}$	
	4) $\begin{array}{r} 65 \\ -38 \\ \hline ? \end{array}$		
	Step 1: You can not subtract 8 from 5. Borrow 1 ten, and add it to the 5 ones, 10+5=15. Now, subtract 8 from 15.	$\begin{array}{r} {}^{5}\not{6}\,{}^{15}5 \\ -38 \\ \hline 7 \end{array}$	
	Step 2: Subtract the tens column, 5-3=2.	$\begin{array}{r} {}^{5}\not{6}\,{}^{15}5 \\ -38 \\ \hline 27 \end{array}$	

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective b continued

5) $\begin{array}{r} 22 \\ -\ 8 \\ \hline ? \end{array}$

Step 1: You can not subtract 8 from 2. Borrow 1 ten, and add it to the 2 ones, 10+2=12. Now subtract 8 from 12.

$\begin{array}{r} {\scriptstyle 1\ 12} \\ \not{2}2 \\ -\ 8 \\ \hline 4 \end{array}$

Step 2: Bring down the 1 ten since there is no number to be subtracted.

$\begin{array}{r} {\scriptstyle 1\ 1\ 2} \\ \not{2}2 \\ -\ 8 \\ \hline 14 \end{array}$

c. find differences of 2-digit numbers with renaming.

- Here are some word problems to be read orally for students to solve. 3

1) Paul is 87 inches tall. His brother is 79 inches tall. How many inches taller is Paul?

$\begin{array}{r} 87 \text{ in.} \\ -79 \text{ in.} \\ \hline 8 \text{ in.} \end{array}$

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective c continued	2) Cheryl and Alice picked tomatoes. Cheryl picked 74 tomatoes and Alice picked 59. How many more tomatoes did Cheryl pick?	

$$\begin{array}{rl} 74 & \text{tomatoes} \\ -59 & \underline{\text{tomatoes}} \\ \hline 15 & \text{tomatoes} \end{array}$$

3) Mr. White has 77 nails to build a pet house. He needs 90 nails. How many more nails does he need?

$$\begin{array}{rl} 90 & \text{nails} \\ -77 & \underline{\text{nails}} \\ \hline 13 & \text{nails} \end{array}$$

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective c continued

- Another exercise that can be used is a story finding difference through question and answer.

EXAMPLE:

STORY

Mrs. Hardin has a book store. Here is a list of books that she has:

43	comic books	56	short stories
82	magazines	25	fiction
16	diet books	61	non-fiction
35	novels	9	wild life

1. How many more comic books than fiction books? _____
2. How many more short stories than novels? _____
3. How many more magazines than short stories? _____
4. How many more non-fiction than fiction? _____
5. How many more diet books than wild life? _____

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
d. count money and make change.	- Before completing allotted supplemental exercises, students should be given examples. Student must be able to add the items and then subtract the cost for the amount given or paid.	4

EXAMPLE:

1) Item Cost | You paid | Your change

$ .59 | $2.00 | $.78

.63

$1.22

$2.00

- 1.22

$ .78

2) Item cost | You paid | Your change

$1.07 | $3.00 | $1.93

$3.00

- 1.07

$1.93

- Students can bring catalogs, food sections from newspapers, and so on. Have them add the cost of two items then subtract that cost from a given amount.

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective d continued

- With the play money (some has been constructed for previous activities) count change.

EXAMPLE:

1)

= .97¢

Show the students how to add or count these amounts.

$$
\begin{array}{r}
{\scriptstyle 1}\\
25\\
25\\
10\\
10\\
10\\
10\\
5\\
1\\
+\ 1\\
\hline
97
\end{array}
$$

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective d continued

2)

= $1.29

¢
.50
.25
.25
.10
.05
.05
.05
.01
.01
.01
.01
$1.29

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective d continued	- Give students questions to answer concerning money values. **EXAMPLE:** 1) How many pennies are there in a nickel? 2) How many pennies are there in a dime? 3) How many pennies are there in a quarter? 4) How many nickels are there in a dime? 5) How many nickels are there in a quarter? 6) How many dimes are there in a quarter? 7) How many dimes are there in a half-dollar? And so on.	
e. solve simple word problems with addition and subtraction.	- Try to make work with word problems fit the daily lives of the students. Make up original problems using students names and events from their days at home, work or school. Sample problems to solve together: 1) Patsy and Hope made aprons for a rummage sale. Patsy made 67 aprons and Hope 51. How many aprons did they make? 2) Elsie has $53 in her checking account and $87 in her savings account. How much money does she have altogether?	5

262

263

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective e continued

3) Mr. White and Mr. Brown are car salesmen. Mr. White sold 29 cars in one week, but Mr. Brown sold only 7. How many did they both sell? _____

4) Crystal stuffed 87 envelopes on one day. On another day she stuffed 102. How many envelopes did she stuff in these two days? _____

5) The Colts had 98 members on their football team last year. This year they have 93. How many members have been on the team in two years? _____.

Addition Solutions

1)	2)	3)	4)	5)
67 aprons	$53	29 cars	87 envelopes	98 members
+ 51 aprons	+ $87	+ 7 cars	+102 envelopes	+93 members
118 aprons	$140	36 cars	189 envelopes	191 members

Subtraction Problems

1) A bus made 34 trips to a shopping mall on one day. On the second day the bus made 28 trips. How many more trips did the bus make on the first day than on the second? _____

2) Barbara has 29 dresses. Delores has 13. How many more dresses does Barbara have than Delores? _____

3) There are 316 Elk members in Robbins. Harvey has 405 Elk members. How many more members does Harvey have than Robbins? _____

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective e continued

4) What is the difference between 95 and 77? _____

5) There were 30 students in a students' lounge. Twenty-five of them went to class. How many were left? _____

Subtraction Solutions

1)	2)	3)	4)	5)
34 trips	29 dresses	405 members	95	30 students
- 28 trips	- 13 dresses	- 316 members	-77	- 25 students
6 trips	16 dresses	89 members	18	5 students

GENERAL OBJECTIVE: The learner will practice addition in columns and find differences of 3 and 4-digit numbers with renaming. The learner will also solve number sentences with greater than and less than and simple word problems with addition and subtraction.

SPECIFIC OBJECTIVES:	TEACHING/LEARNING ACTIVITIES	SUPPLEMENTARY EXERCISES

The learner will:

a. practice addition in columns.

- Some students may have forgotten some of their addition facts. You may want to review these facts each class session for about five or ten minutes. If a student is able to quickly and accurately recall these facts, it will help him in column addition. — 1

- Give students problems to solve in column addition.

1)
$$\begin{array}{r} 8 \\ 9 \\ 7 \\ +\ 5 \\ \hline ? \end{array}$$

Add 8+9=17, 17+7=24, 24+5=29

$$\begin{array}{r} 8 \\ 9 \\ 7 \\ +\ 5 \\ \hline 29 \end{array}$$

2)
$$\begin{array}{r} 5 \\ 4 \\ 8 \\ +\ 6 \\ \hline ? \end{array}$$

Add 5+4=9, 9+8=17, 17+6=23

$$\begin{array}{r} 5 \\ 4 \\ 8 \\ +\ 6 \\ \hline 23 \end{array}$$

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective a continued

3) 15
67
90
+ 32
?

Step 1: Add ones column.
5+7=12
12+0=12
12+2=14

Write the (4) in the ones place and carry the (1) ten to the tens place.

$$\begin{array}{r} {\scriptstyle 1} \\ 15 \\ 67 \\ 90 \\ +\ 32 \\ \hline 4 \end{array}$$

Step 2: Add the tens.
1+1=2
2+6=8
8+9=17
17+3=20

$$\begin{array}{r} {\scriptstyle 1} \\ 15 \\ 67 \\ 90 \\ +\ 32 \\ \hline 204 \end{array}$$

4) 36
54
96
+ 39
?

Step 1: Add ones column.
6+4=10
10+6=16
16+9=25

Write the (5) in the ones place and carry the (2) tens to the tens place.

$$\begin{array}{r} {\scriptstyle 2} \\ 36 \\ 54 \\ 96 \\ +\ 39 \\ \hline 5 \end{array}$$

Step 2: Add the tens.
2+3=5
5+5=10
10+9=19
19+3=22

$$\begin{array}{r} {\scriptstyle 2} \\ 36 \\ 54 \\ 96 \\ +\ 39 \\ \hline 225 \end{array}$$

271

270

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective a continued

- Give students practice with column addition using word problems.

EXAMPLE:

1) Mary spent $79 for groceries, $39 for paint supplies and $22 for a rug. How much did she spend altogether?

Step 1: Add the ones column.

9+9=18
18+2=20

$$\begin{array}{r} {\scriptstyle 2} \\ \$79 \\ 39 \\ +\ 22 \\ \hline 0 \end{array}$$

Write the (0) in the ones place and carry the (2) tens to the tens place.

Step 2: Add the tens column.

2+7=9
9+3=12
12+2=14

$$\begin{array}{r} {\scriptstyle 2} \\ \$79 \\ 39 \\ +\ 22 \\ \hline \$140 \end{array}$$

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective a continued

2) Marcia sewed 13 aprons on Monday. On Tuesday she sewed 21 and the next day she sewed 18. How many aprons did she sew in these three days?

Step 1: Add the ones column.

3+1=4
4+8=12

$$\begin{array}{r} {\scriptstyle 1} \\ 13 \\ 21 \\ +\ 18 \\ \hline 2 \end{array} \begin{array}{l} \text{aprons} \\ \text{aprons} \\ \text{aprons} \\ \\ \text{aprons} \end{array}$$

Write the (2) in the ones place and carry the (1) ten to the tens place.

Step 2: Add the tens column.

1+1=2
2+2=4
4+1=5

$$\begin{array}{r} {\scriptstyle 1} \\ 13 \\ 21 \\ +\ 18 \\ \hline 52 \end{array} \begin{array}{l} \text{aprons} \\ \text{aprons} \\ \text{aprons} \\ \\ \text{aprons} \end{array}$$

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
b. find differences of 3 and 4-digit numbers with renaming.	- Students may need more practice with renaming in subtraction problems using 3 and 4-digit numbers than with addition. Guide students through several of the 3-digit numbers and several of the 4-digit numbers.	2

1) Find the difference of

$$\begin{array}{r} 446 \\ -289 \\ \hline \end{array}$$

Step 1: Borrow 1 ten and add it to the 6 ones to make 16 ones. Subtract 9 ones from 16 ones.

$$\begin{array}{r} {\scriptstyle 3\,16} \\ 4\not{4}6 \\ -289 \\ \hline 7 \end{array}$$

Step 2: Borrow 1 hundred and add it to the 3 tens to make 13 tens. Subtract 8 tens from 13 tens.

$$\begin{array}{r} {\scriptstyle 3\,13\,16} \\ \not{4}\not{4}6 \\ -289 \\ \hline 57 \end{array}$$

Step 3: Subtract the hundreds place.

$$\begin{array}{r} {\scriptstyle 3\,13\,16} \\ \not{4}\not{4}6 \\ -289 \\ \hline 157 \end{array}$$

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Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective b continued	2) Find the difference of 735 -538 ?	
	Step 1: Borrow 1 ten and add it to the 5 ones to make 15 ones. Subtract 8 ones from 15 ones. $\overset{2\,15}{7\not{3}5}$ -538 7	
	Step 2: Borrow 1 hundred and add it to the 2 tens to make 12 tens. Subtract 3 tens from 12 tens. $\overset{6\,12\,15}{\not{7}\not{3}5}$ -538 97	
	Step 3: Subtract the hundreds place. $\overset{.6\,12\,15}{\not{7}\not{3}5}$ -538 197	
	3) Find the difference of 5,471 -3,694 ?	
	Step 1: Borrow 1 ten and add it to the 1 one to make 11 ones. Subtract 4 ones from 11 ones. $\overset{6\,11}{5,4\not{7}1}$ -3,694 7	

273

273

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective b continued

Step 2: Borrow 1 hundred and add it to the 6 tens to make 16 tens. Subtract 9 tens from 16 tens.

```
  3 1 6 11
  5,471
- 3,694
-------
     777
```

Step 3: Borrow 1 thousand and add it to the 3 hundreds to make 13 hundreds. Subtract 6 hundreds from 13 hundreds.

```
  4 1 3 16 11
  5,471
- 3,694
-------
    1,777
```

Step 4: Subtract the thousands place.

```
  4 1 3 16 11
  5,471
- 3,694
-------
  1,777
```

Continue with these examples until students have an understanding of how to work these problems. After this you can give them oral or written problems to solve and number sentences.

*Caution: There are several mistakes students may make when renaming with subtraction.

1) Students sometimes forget to rename the tens.

```
Incorrect   483        Correct   483
          -297                  -297
          ----                  ----
           196                   186
```

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective b continued	2) Students forget to subtract when the minuend has fewer digits than the subtrahend. Incorrect $\begin{array}{r} 571 \\ -\ 59 \\ \hline 12 \end{array}$ Correct $\begin{array}{r} 571 \\ -\ 59 \\ \hline 512 \end{array}$	
c. solve number sentences with greater than and less than.	- Review greater than and less than. > is the sign used for greater than < is the sign used for less than Do number comparisons. 1) 67 > < 59 2) 13 > < 10 3) 36 > < 59 4) 137 > < 436 5) 767 > < 677	3

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises
Specific objective c continued	- Give students practice in solving addition number sentences then making comparisons. For example: 1) 8 + 10 = 18 2) 18 ◯ < 15 3) 7 + 9 = 16 4) 16 > ◯ 43 - Now combine the two steps. 1) 8 + 10 ◯ < 15 7 + 9 > ◯ 43	
d. solve simple word problems with addition and subtraction.	- Allow students to write and solve their own addition and subtraction word problems. - Pair students. Have one student write an addition word problem. Have the other student solve the problem and then change it to a subtraction problem. For example:	4

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective d continued

Student 1: Addition problem

Mary's deductions from her paycheck are $27.68 for federal tax and $10.59 for state tax. What is the total amount Mary pays on these?

Student 2: Solution

$$\begin{array}{rl} {\scriptstyle 1\ 1} & \\ \$27.68 & \text{taxes} \\ +\ \$10.59 & \text{taxes} \\ \hline \$38.27 & \text{total taxes deducted} \end{array}$$

Student 2: Subtraction problem

Mary's total tax deductions are $38.27. She pays $10.59 for state tax. How much does she pay for federal tax?

Student 1: Solution

$$\begin{array}{rl} {\scriptstyle 7\ 1\ 1\ 1\ 7} & \\ \$38.27 & \\ -\ \$10.59 & \\ \hline \$27.68 & \end{array}$$

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective d continued

- Continue to give students written and oral word problems to solve. Here are several you might use.

Addition Word Problems

1) Virginia's monthly charges included $25.00 for Chas. Stevens, $73.45 for J.C. Penny and $59.63 for Sears. How much are her monthly charges?

```
  11
 $25.00
  73.45
+59.63
$158.08
```

2) What is the total of a pair of shoes that cost $29.89 and a purse that cost $15.75?

```
   11 1
 $29.89
+ 15.75
 $45.64
```

3) Miss Barnes drove 28 miles to work and 36 miles to a friend's home. How many miles did she drive altogether?

```
   1
  28  miles
+ 36  miles
  64  miles
```

Specific Objectives:	Teaching/Learning Activities	Supplementary Exercises

Specific objective d
continued

Subtraction Word Problems

1) Dr. Taylor's weekly income was $765.50. She spent $453.76. How much did she have left?

$$\begin{array}{r} {\scriptstyle 41410} \\ \$765.50 \\ -\ \$453.76 \\ \hline \$311.74 \end{array}$$

2) Find the difference of 543 and 289.

$$\begin{array}{r} {\scriptstyle 41313} \\ 543 \\ -\ 289 \\ \hline 254 \end{array}$$

3) Subtract 935 from 953.

$$\begin{array}{r} {\scriptstyle 413} \\ 953 \\ -\ 935 \\ \hline 18 \end{array}$$

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appendices

SIGHT AND FUNCTIONAL WORD LIST

This word list is composed of basic sight words and functional words introduced in Language Arts, courses 101-204.

Language Experience (101) Personal Information

address
at
birthdate
city
first
I
in
is
last
live
my
name
number
of
phone
state
street
the
work
zip code

Group 1 (102)

a
box
bus
car
eat
eggs
I
in
is
man
the

Group 2 (103)

and
at
back
ball
boy
breakfast
buy
Chevy
cut
did
down
dress
drives
ends
family
father
fell
find
fish
for
four
from
gave
girl
go
ham
he
help
here

Group 2 (103) Cont'd

his
home
jogger
jump
likes
little
me
mother
my
not
now
of
on
out
put
robber
see
sell
small
take
there
they
three
to
two
was
we
went
when
will
with
woman
work
yes
you

SIGNS

STOP
SIGNAL AHEAD
NO LEFT TURN
RAILROAD CROSSING
NO TRUCKS

Group 3 (104)	Group 4 (201)	Group 4 (201)	Group 4 (201) Cont'd
are	about	good	talks
birthday	all	happy	that
black	an	have	them
blue	any	Help Wanted	these
cake	as	her	things
carrots	ate	him	this
do	away	how	tonic
dollar	because	into	too
drink	break	it	town
ear	brown	just	until
eye	called	keep	very
face	came	keys	want
feel	cancer	lady	water
gas	cash	large	waxes
hand	check	left	were
has	clerk	letter	what
hear	coffee	look	white
lemon	could	many	who
milk	dinner	meal	why
money	divorce	minutes	yard
nose	does	much	yellow
open	door	need	
our	down	never	
pillow	drugstore	new	
please	every	note	
ride	fast	one	
school	fence	paints	
smell	five	part	
taxi	for	play	
tea	found	police	
teller	friends	ring	
tree	front	said	
under	funny	saw	
window	game	say	
your	getting	shaves	
zipper	gift	shoe	
	give	shows	
	goes	sitter	
		some	
		son	
		soon	
		swim	

Group 5 (202)	Group 5 (202) Cont'd	Group 6 (203)	Group 6 (203) Cont'd
April	Monday	ago	most
August	month	answer	motor
auto	November	anti-freeze	news
baseball	October	apply	night
before	often	been	others
begin	people	bills	outside
blind	person	birds	over
body	plant	carpet	pull
care	pretty	dance	puppy
children	problem	doctor	right
class	reading	eight	rocking chair
clean	Saturday	fixed	room
come	September	follow	sand
December	shine	gas	self-serve
desk	sister	grandchildren	sleep
does	should	grandma	smoke
during	snow	hours	sounds
ease	special	house	stations
easy	start	hurry	sure
February	story	hurts	tell
Friday	suit	interview	their
garden	Sunday	land	those
glaucoma	swimming	leave	thousand
gleam	then	library	today
hello	three	live	took
if	Thursday	lottery	typing
January	touch	lucky	typist
July	trucks	make	use
June	Tuesday	miles	vote
mail	virus		which
March	visit		would
math	walk		year
May	way		
mean	Wednesday		
mind	year		

Group 7 (204)

apples
bottle
breathe
careful
China
country
directions
driver
exercise
fall
For Sale
full
hammer
happen
hold
hunt
kind
king
laugh
light
lost
lunch
medicine
missed
morning
move
myself
never
only
others
phone
refrigerator
relax
slow
stress
together
working

INTERNAL RESOURCES AND MATERIALS

Regional Office. You will find textual materials, duplicating services and informational services at your Regional Office. Regional Directors and Assistant Regional Directors handle regional administration and are ombudsmen between the Training Specialists and the Adult Learning Skills Program administrators.

Instructional Development. Instructional Developers aid Training Specialists with classroom and lesson organization and management, suggest appropriate materials and provide general educational services and resources. They visit classes on a rotating basis, but you are free to call them at 624-7300, ext. 260 or 268, to request a visit, ask for information or discuss a problem. Instructional Developers plan and hold orientation sessions and in-service workshops for Training Specialists and welcome suggestions regarding topics you would like to have addressed.

The Learning Resource Center at 3901 South State Street, through its components (the Audio-Visual Center, the library and PLATO), provides material resources and services to assist students and staff of the Adult Learning Skills Program. The Reading Laboratory assists students with special needs in reading; Northern Area Adult Education Service Center provides materials and services to Training Specialists.

The Audio-Visual Center (phone: 624-7300, extension 205). Has a wide range of non-print materials in many subject areas.

1. Materials available for loan are: films, filmstrips, sound filmstrips, filmloops, slides, kits, cassettes, games, transparencies, charts, posters, pictures, maps. Classes may be brought in to use videotape equipment and television sets. All A-V materials are listed in the library card catalog.

2. The A-V Specialist is available to help Training Specialists in the production of instructional materials. Overhead transparencies can be made from typed, printed or photocopied originals; printed materials may be sandwiched in plastic for clean safekeeping; cassettes may be duplicated. If a class is brought to 3901 during the day, A-V Specialists are available for assistance in videotaping projects.

3. Training Specialists may check out equipment and materials for one week with the approval of their Assistant Regional Director. It is the responsibility of the Training Specialist to make sure that this approval is transmitted to the A-V Specialist either by phone or in writing. In special cases, arrangements may be made with the A-V Specialist for a longer loan.

4. A basic utilization plan for audio-visual materials involves five steps:*

   a. Preview is essential. Then plan how you will introduce the audio-visual aid and how you will tie the experience into the flow of activities and thus make it useful and relevant.

   b. See that necessary materials and equipment are reserved, on hand, properly set up and ready to use.

   c. Introduce the item, tell why it is being used at that time; briefly describe what it covers, stress what is important to learn from it. Tell students what they will be expected to do afterwards (test, discussion, simple enjoyment, etc.).

   d. Be sure everyone can see and hear. Interrupt if learning will be aided.

   e. Follow up as planned.

The Library (phone: 624-7300, extension 218). Maintains a sizeable collection of printed resources.

1. Library resources are geared primarily to adult education and job skills but also include several collections:

   a. General collection: titles which can be checked out for two weeks;

   b. Reference collection: general and specialized reference and informational tools such as encyclopedias, dictionaries, handbooks, etc.;

   c. Reserve collection: materials that have been placed on restricted circulation because of anticipated heavy usage, as well as multiple copies (15 copies or more) of instructional and preparatory materials for GED, ESL and other adult basic education materials;

   d. Professional collection: several hundred volumes dealing with theory and methodology of adult education which circulate to Training Specialists and administrators;

   e. Periodicals: about 100 magazines and newspapers (back issues of magazines are kept for one year and newspapers for one month);

   f. A collection of Illinois college catalogs.

2. A library card will be issued upon request to any Training Specialist currently employed with the ALSP. An ALSP student may use books outside of the library which have been checked out by a Training Specialist (with assumption of responsibility for return by the Training Specialist).

*Adapted from Adult Basic Education Sourcebook, Northern Area Adult Education Service Center.

3. All books (except reserve materials) circulate for two-week periods with renewal privileges, providing no hold request has been made. All books must be returned to the circulation desk for renewal. The reference collection, vertical file materials and periodicals do not circulate.

4. No more than three books can be outstanding at any given time on a library card. (Exception: Training Specialists may check out multiple copies of GED, ESL and other adult education materials for classroom use.)

5. A ten cents per day fine will be charged against each overdue book.

6. Library hours are: 8:30 A.M. until 9:00 P.M., Monday through Thursday and 8:30 A.M. until 4:30 P.M. on Friday.

PLATO Computerized Teaching (Programmed Logic for Automated Teaching Operations) (phone: 624-7314)

1. PLATO is a computer network geared to teaching and research. The terminals at the City Colleges are part of a network of over a thousand terminals located at schools and universities throughout the United States.

2. PLATO currently provides over 5,000 hours in instruction in over 90 subject areas, including basic, intermediate and advanced courses in the ABE/GED areas of reading, English and mathematics, and United States and State of Illinois Constitutions and Flag Code.

3. PLATO ABE/GED programs contain a pretest, individualized, prescriptive instruction, and a posttest. Creative presentation of programmed learning and simplicity of the computer equipment help to build confidence and independence in the student. PLATO usage does not require knowledge of computers and generally requires only minimal typing skills. Since PLATO keeps an ongoing record of each student's progress, instructors can easily obtain useful data such as student's time on a lesson, the number of lessons completed, and the scores on quizzes.

4. PLATO may be best utilized by allowing for at least two periods per week of class instruction at the PLATO center. Also, students who desire review, reinforcement or advanced work can ask a PLATO staff member to enter them in an appropriate PLATO course and can thus study on their own, at their own pace.

5. Instuctors can utilize PLATO as a supplement to classroom instruction by making arrangements with a PLATO site director. There is a list of currently offered subjects always available as well as all the lessons, aids, and resources of the PLATO network.

6. Training Specialists as well as students are allowed to use PLATO simply by making assignments with a PLATO staff member at any Chicago City College and selecting a subject area from a list of currently offered subjects.

7. To participate in a PLATO management training workshop, call Myrna Golden at 984-3199.

The Reading Laboratory (phone 624-7300, extension 215 or 238) may be used by Training Specialists and students.

1. ALSP Training Specialists may visit the Reading Lab to observe a demonstration of methods and materials in teaching reading.

2. Training Specialists should recommend students with special reading needs that cannot be handled in the classroom to attend the Reading Lab.

Northern Area Adult Education Service Center (phone: 924-0743) is located in the Learning Resource Center.

1. There is a three-week loan on adult education books and materials. Sign-out required, but no card necessary. Professional books, teaching materials such as GED preparation books, textbooks in reading, English and math, and catalogs of available publications.

2. Consultation on a problem you may have as a teacher of adults is available by phone or in person. This might include curriculum and teaching methods, designing materials, or graduate programs available from colleges and universities in Illinois.

3. Each fall, the Service Center sponsors a major adult education conference including workshops featuring adult basic education specialists. For more information about conferences and professional organizations, telephone the Service Center.

4. To place your name on a mailing list for a free quarterly ABE/GED/ESL newsletter, phone or write to the Service Center. The Adult Education Reporter articles include the philosophy of teaching adults, classroom management, listings of professional organizations, and community resources in the Chicago area.

5. Handbooks are available on loan or at low cost. These include Adult Basic Education Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors, Materials Evaluation Handbook, designed to aid teachers to determine appropriateness of skill level and content of materials they are considering using or designing for their classes; and a Preservice Manual, intended to introduce the new adult literacy teacher to useful approaches to the classroom, available resources, and the profession of adult education.

Also see listing for the Service Center under EXTERNAL RESOURCES Appendix C.

A SAMPLING OF EXTERNAL RESOURCES

Northern Area Adult Education Service Center, Chicago Office, 3901 S. State St., Chicago 60609. Phone: 924-0743. This state-funded, comprehensive Service Center for adult educators has a wide range of professional and curriculum materials for loan. Technical assistance in meeting classroom and program needs is also offered. A newsletter of professional interest is available on request. A special guide for new ABE/GED instructors, Getting Started, provides important information and ideas. Workshops on all aspects of adult education are offered, as well as information about graduate courses from the following institutions: Governor's State University, National College of Education, Northeastern Illinois University, Northern Illinois University, Roosevelt University, University of Illinois--Chicago Circle, University of Illinois--Urbana (Extension), University of Wisconsin at Milwaukee. The resources of the Service Center's DeKalb office are also accessible through the Chicago office.

The Educational Resource Information Center (ERIC) is a clearinghouse for educational research and reports. The Northern Area Adult Education Service Center, Chicago Office, offers special assistance in doing ERIC searches. (Search Fee, $3.00.) Training Specialists may also contact the ERIC Clearinghouse on Vocational and Adult Education directly at 1960 Kenny Road, Columbus, OH 43210. Phone 614 - 486-3666, for pamphlets summarizing research in various areas.

Northern Area ESL/Adult Education Service Center (Northwest Educational Cooperative), 500 S. Dwyer Avenue, Arlington Heights, IL 60005. Phone: Library, 870-4113; Office, 870-4130. The library houses a large collection of ESL materials, many useful for ABE. Special intermediate ESL reading materials teach specific skills (e.g. skimming, scanning, vocabulary in context) sequentially. Other ESL materials can be used for levels 1-4 and for perceptually handicapped adult learners. The Center also offers technical assistance in all areas of ESL, and workshops for adult ESL teachers. For assistance, contact Dennis Terdy, Project Manager.

Career Guidance Center, 185 N. Wabash, Room 800, Chicago 60601. Phone 977-2588. Provides technical assistance, workshops, publications, and audio-visual aid loans for various aspects of career planning and career education, including interest assessment, training, and employment. The Center serves teachers, counselors, and other professionals involved in career guidance.

Career Development Center at Loop College, 30 E. Lake, 2nd Floor, Room 214, Chicago 60601. Phone: 781-9430. A branch of the Career Guidance Center, administered through the Academic Support Center, Ms. Bobbie Bradley, Director. Provides direct services to adult students living in Chicago with job placement, cooperative education, vocational assessment, counseling, etc. Also houses the professional resource collection of the Career Guidance Center.

C.E.C.I.L. (Career Education Center Information Line). A telephone playback system. Call 977-2596 to hear a tape or request a catalog. Over 200 informational tapes, 3-5 minutes long, on a variety of career guidance and personal development topics can be heard. Topics include: weekly job news in 12 career areas; career planning information by job and worker trait groups (e.g. qualifications, working conditions, aptitudes needed, physical demands); getting and keeping a job; helping oneself (issues that affect life and living); counseling tapes (on personal, emotional, and interpersonal growth).

Literacy Volunteers of Chicago, 9 W. Washington, Chicago 60604. Phone 236-0343. Recruits and trains volunteers in basic literacy and conversational ESL. Provides tutoring for adult students at 16 sites throughout Chicago, with additional sites planned at selected Chicago Public Library brances. LVC also provides technical assistance to groups wishing to establish their own Literacy Volunteers affiliated tutoring programs.

Illinois Migrant Council, 1642 S. Halsted, Chicago Heights, IL 60411. Phone: 761-1500. Services are available at this office to Chicago residents in need of information and counseling.

Community Referral Service of the United Way. Phone 322-0580. Provides referrals and contacts for meeting special needs of adult students (and others) in the community. Staffed by social workers and information/referral specialists.

Literacy Council of Chicago, 220 S. State Street, Chicago 60604. Phone: 939-0178. Provides workshops and demonstrations of phonics teaching systems. Affiliated with National Association for Literacy Advance (Laubach Literacy International). Call for information or before visiting to review materials.

The Teacher's Store, 324 S. Wabash, Chicago 60604. Phone: 922-5507. Materials for purchase. Basically for grades 1 through 8, but some materials are adaptable to adult education. Bulletin board materials, duplicating masters, manipulables, etc.

Teachers' Centers are cooperatives where teachers can get together to develop materials. North, south, and suburban locations. Call: Chicago Association for the Education of Young Children, 427-5399.

Sun-Times Newspaper in Education Program, School Services Department, The Chicago Sun-Times, 401 N. Wabash. Phone: 321-2778. Subscriptions available for half-price (minimum 25 for 4 weeks); special services--workshop presentations, curriculum guides, activity cards, filmstrips for loan; weekly "Viewpoint" section; monthly teacher newsletter ("Focus"); other services available to teacher subscribers at no charge.

Chicago Tribune, Educational Services Department, 435 N. Michigan, Chicago 60611. Phone: 222-2286. Subscriptions available at half-price (minimum 25 for 4 weeks) entitle you to special free services and resources. Choose from "Background Reports" on current interest topics, written to stimulate discussion and independent study. Teacher aids available at different levels (high school, elementary, etc.), and adaptable for adult learners.

Speakers from major industries are available. Contact the following to make arrangements: Illinois Bell Telephone Co. (800-972-0492, free catalog available); Service Corps of Retired Executives/SCORE (Write: SCORE, c/o Small Business Association, 219 S. Dearborn, Chicago 60604 to inquire about speakers on particular topics RE: business and employment); and other sources.

Chicago Public Library offers many special services. The "Study Unlimited" program, a self-paced videotape program of GED, CLEP, credit-and non-credit City Colleges courses, is available at the following branches: Central Library, Chicago Lawn, Edgewater, Martin Luther King Jr., Portage-Cragin, South Chicago, Toman, and Woodson. Other services include: Harsh Afro-American Collection (Woodson Branch, 9525 S. Halsted), Services for the Deaf (4536 N. Lincoln, 728-2062), Illinois Regional Library for the Blind and Physically Handicapped (1055 W. Roosevelt Road, 738-9210), and DIAL-LAW (644-0800), DIAL-PET (342-5738), and the Information Center (269-2800) information services.

GED

GED Testing Information; For sites, times, dates and requirements of tests, contact the Educational Service Region of Cook County, 33 West Grand Ave., Chicago, IL 60610. Phone : 443-5000 or 5192.

GED Practice Tests; Write to: Cambridge, The Adult Education Company, 888 Seventh Avenue, New York, NY 10106, or call 800-221-4600.

PROFESSIONAL ASSOCIATIONS

Illinois Adult Continuing Educators Association (I.A.C.E.A.), Donna Moyers/Bill McVey, Membership, c/o School District U-46, 360 DuPage Street, Elgin, IL 60120. **SPECIAL NOTE:** Part-time Training Specialists can join at the reduced rate of $20.00/year.

American Association for Adult Continuing Education, 1201 Sixteenth St. N.W., Suite 301, Washington, D.C. 20036. Membership: Associate, $35.00/year; Student (full-time, college or university), $35.00/year.

Illinois Teachers of English to Speakers of Other Languages and Bilingual Education (Illinois TESOL/BE), Richard A. Orem, Executive Secretary, Graduate Studies in Adult Continuing Education, 101 Gabel Hall, Northern Illinois University, DeKalb, IL 60115. Membership: $12.00/year.

Teachers of English to Speakers of Other Languages (TESOL), 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057. Membership: $40.00/year. **NOTE:** TESOL has 14 Interest Sections, including ESL in Adult Education, Refugee Concerns, Teaching Standard English as a Second Dialect, Program Administration, and ESL in Higher Education.

SPECIAL PUBLICATIONS

Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455. Phone: 800-322-3905. A free catalog listing adult and vocational education resources, mostly developed here in Illinois, and at nominal cost, is available.

The Curriculum Department supports the following professional standards.

PROFESSIONAL STANDARDS

The Illinois Adult and Continuing Educators Association, Inc. represents a diverse membership which shares a concern for the development of the adult and continuing education profession. In recognition of the unique character of our profession and in accordance with the constitution of the Association, the following professional standards have been identified. It is the intention of the Association that these standards be applied voluntarily and with due recognition of the rights of the individual adult educator.

The adult and continuing educator:

1. Is committed to his/her own lifelong learning
2. Understands the physical, psychological, social and cognitive characteristics of the adult learner
3. Accepts the learner's cultural and ethnic uniqueness
4. Is flexible and innovative
5. Communicates effectively with learners, colleagues and supervisors
6. Establishes linkages with appropriate community resources
7. Is committed to the adult and continuing education profession

The adult education instructor:

1. Provides a nonthreatening, supportive atmosphere for learning which fosters freedom of thought and expression
2. Demonstrates competence in the subject area to be taught
3. Assists learners in formulating personal learning objectives and assessing progress toward those objectives
4. Facilitates a continuum of successful learning experiences for the adult learner
5. Uses the instructional methods, techniques, materials and resources most appropriate for the learning tasks and characteristics of the adult learner
6. Uses a variety of appropriate evaluation techniques to assess learning

We welcome your comments.

TRAINING SPECIALIST INPUT FORM

The Curriculum Department encourages the use of this form to provide feedback on the utilization of this Guide and to provide input into future revisions. Please return it to your regional director or mail it directly to the Curriculum Department.

1. Number of students enrolled in 101 - 204 _____

2. Region in which you teach _____.

3. Years of experience as an ABE/GED teacher _____.

4. Course Content Section Comments

   a. Language Arts

   b. Math

5. Suggested Changes

6. Other Comments

7. OPTIONAL a. Name _____

   b. Phone where you can be reached between 8:30 - 4:30 _____

Thank you!

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